LOCALLY DEVELOPED COURSE

ACCELERATED ENGLISH LEVEL 3
GRADES 7, 8, 9

Calgary Board of Education

2008

ACKNOWLEDGEMENTS:

Produced for the Calgary Board of Education by:

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ACCELERATED ENGLISH LEVEL 3
GRADES 7, 8, 9

Board Motion

The Board of Trustees approved this course for use in Calgary Board of Education by Board Motion on May 20, 2008. (Attachment)

Implementation Date

September 1, 2008 to August 31, 2011

Philosophy and Rationale

Many grade 7, 8 and 9 students, both from other countries and from within Canada, speak languages other than English and, upon entering Alberta schools, have varying levels of English language proficiency. These students are an important, integral and growing part of our schools and communities in Calgary.

English as a Second Language (ESL) students are those students whose level of English language proficiency precludes them from full participation in the learning experiences provided in Alberta schools without additional support in English language development. This reality is acknowledged at the Senior High School level through the Senior High ESL Program of Studies which has been created to support and develop the academic English language proficiency of ESL students before they are fully integrated into mainstream classes. In the absence of an ESL program of studies at the Junior High level, this locally developed course has been designed to address these same language proficiency needs which exist for junior high and middle school ESL students. This course also assists junior high schools to deliver the model of program delivery described as self-contained classes in Alberta Education's ESL Guide to Implementation (K-9): http://education.alberta.ca/media/507659/eslkto9gi.pdf

Students at a Level 3 language proficiency level require intentional programming that provides the background knowledge necessary for successful integration into grade-level Language Arts classes. Specific attention is given to the language structures and functions associated with the curriculum requirements across multiple Language Arts topics. The goal of this course is to enable students to successfully participate in an English Language Arts Class.

The following assumptions provide the basis for the development of this program of studies.

- Once a student has achieved the outcomes of this course, regardless of the time of year, he/she should be transitioned into the grade appropriate Language Arts Program of Studies where he or she would need continued support and differentiation.

- This course should be offered to students in grades 7, 8 and 9 with similar language learning needs, regardless of grade level, since its focus is on language acquisition. This cross-grade organization of the class is described in Alberta Education's ESL Guide to Implementation (K-9). It states, "Self-contained programs are typically across two or three grades working together for all or part of the school day."

- Junior High schools within the Calgary Board of Education have diverse ESL populations requiring diverse models of program delivery. At 150 hours, this course has been designed to replace, for all or part of a school year, a Language Arts class. However, this course can also be divided into four 37.5 hour sections to be used as ESL complementary courses. Alternatively, this course could also be used for programming and reporting purposes for teachers who wish to modify their program for students within their mainstream classroom setting.

- English language acquisition requires explicit language instruction targeting specific elements of the English language including grapho-phonemic, semantic, syntactic, and pragmatic cuing systems. This direct instruction is supported by the selection of modified or authentic materials at the students' identified language threshold, and by direct attention to learning strategies.

- The focus of instruction is to develop the vocabulary, sentence structures and discourse patterns of C.A.L.P (Cognitive Academic Language Proficiency) and to develop a battery of strategies for engaging with academic text presented orally or in writing.

- The instructional approach is the scaffolding of language experiences. Scaffolding involves the setting up of temporary supports that permit learners to participate in complex processes before they are able to do so unassisted. Students will engage in carefully structured language experiences to practice listening, speaking, reading and writing for a variety of purposes and audiences. For example, students will increase oral reception through opportunities to hear progressively structured oral texts (listening to a text several times) and by working through increasingly challenging listening tasks. Students will improve academic literacy by working through structured activities.

Credit Allocation/ Instructional Hours

This course is designed to be flexibly offered, depending on the schools' organization or students' needs. It may take from one to four thematic modules to provide the requisite skills and background.

Full year   = 150 hours
One module   = 37.5 hours

Pre-Requisites

Students should have basic communication skills as measured through their mastery of the Level 2 ESL Benchmark descriptors.

Learner Outcomes

General Learner Outcomes

Students will:

General Outcome 1	Strengthen their understanding of and facility with academic language.
General Outcome 2	Process, interpret and evaluate written language, symbols, and text with understanding and fluency.
General Outcome 3	Process, understand and respond to spoken language from a variety of speakers for a range of purposes in a variety of situations.
General Outcome 4	Engage in written communication in a variety of forms for a variety of purposes and audiences.
General Outcome 5	Engage in oral communication in a variety of situations for a variety of purposes and audiences in a wide spectrum of social, cultural and academic contexts.

Specific Learner Outcomes

General Outcome 1: Students will strengthen their understanding of and facility with academic language.

Specific Outcomes	Illustrated Examples
Transfer literacy application skills from first language to English	• articulate how one processes reading and applies particular strategies (e.g. finding main idea, dealing with unknown words, etc.)
Understand and use high frequency cross–curricular words	• see Academic Word List (page 11)
Use functional words for "doing" the work	• e. g. *underline, circle, cross out, highlight, compare, contrast, identify, analyze, interpret, write, evaluate, create*, etc.
Use content terminology	• define a range of vocabulary specific to subject areas
Use critical thinking skills	• transfer applied language and literacy skills from First Language to draw conclusions, evaluate information, detect bias, distinguish between fact and opinion, interpret information, form an opinion, express an opinion, infer

Use Cooperative Learning skills	• use appropriate functional language to participate in small groups or committees to complete tasks related to topics of study
Use note-taking skills	• use a variety of strategies during lectures and lessons to take point form notes to record important information from oral, print and other media texts
Cite references	• use correct citation to avoid plagiarism
Use strategies to summarize	• find main points and supporting details, rephrase and paraphrase orally and in writing, short expository texts and narrative text
Use strategies to interpret visual representations	• Understand and express in words important elements of composition, colour, angle, line and context
Apply test-taking skills and strategies	• Use study strategies, metacognition, and critical test taking approaches and preparation

General Outcome 2: Students will process, interpret and evaluate written language, symbols, and text with understanding and fluency.

Specific Outcomes	Illustrated Examples
Comprehend and interpret the general meaning of texts on general academic topics	• practice reading, creating and using questions (W5) to clarify and verify understanding of written text • gather and sort illustrated information according to topics of interest or diverse perspectives • sort sources offering differing perspectives and information into graphic organizers • evaluate which of the presented ideas are important; summarize key points of expository text that include most points
Become skilled at using context clue strategies	• use compensation strategies to fill gaps in competence by intelligent attempts to use whatever clues are available • guess the meaning of a word using word analysis, word associations • use prior experiences to predict the meaning of new words in context; define words by their immediate context; know words that indicate meaning can be found in the immediate context (*defined as, namely, is*, etc); define words by contrast; define words by the wider context; look for clues in the word itself. • look for a grammatical relationships (e.g. understand and use referents (*who or what is: - it, them, they, those, these, that, etc.)*
Develop a variety of skills to read text at an efficient rate of speed to suit the purpose	• skim or scan text for specific information • move from reading word for word to reading phrases

Recognize a core of words, and interpret word order patterns and their significance	• use a bilingual dictionary and an English learner's dictionary appropriately • understand commonly used root words, affixes, and collocations (e.g. *save time, find a partner*) • identify and use commonly used synonyms and antonyms • use a thesaurus to identify and use synonyms and antonyms • develop and use vocabulary skills to extend the use of specific vocabulary related to topics of study (e.g. *divide – a house divided, the great divide, divide a number*) • identify and explain simple figurative language in a variety of texts • identify and explain simple figures of speech within visually supported word discourse such as similes, metaphors, personification and alliteration • explain and understand that figurative language is used in a variety of texts (e. g., *the government fell; the army quashed the rebellion*)
Use grammatical knowledge to understand text	• Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, and pluralization), patterns, ruses and elliptical forms.(see Appendix A)
Recognize that a particular meaning may be expressed in different grammatical forms.	• identify various ways that writers say the same thing.(e.g *My father was a loving man. If I told you my father was uncaring, you would think he was unloving*.)
Recognize common patterns of organization and cohesive devices • description • process • classification • comparison and contrast • cause and effect • conditions	• use semantic mapping or clustering • use graphic organizers to decode meaning and understand relationships between ideas (understand the language inherent in a graphic organizer – Venn diagram – same as, similar to, different from) • recognize and understand various relationships of ideas to determine description (e.g. *what images are used to create a dominant impression for the reader*?) • find or sort visually or graphically supported information explaining how to complete a task, etc. • categorize, sort and classify information –visually or graphically (e.g. *understand two people, objects, or ideas being compared or contrasted and the aspects being compared and contrasted*) • compare situations encountered in daily life with those experienced by people in other times, places and cultures, as portrayed in oral print and media texts • understand the aspects leading up to or resulting from an event or decision; understand that a result from an event or decision can become a cause for further action • identify where a writer is expressing fact or opinion. (*The dress in blue. The dress is beautiful.*)

	• understand the aspects used to express and prove an idea to make an opinion clear or persuade a reader • determine conditional statements (understand the relationships indicated by the use *of if, unless, only if, whether or not, even if, in case*, etc. in text)
Recognize the common rhetorical forms of written discourse	• identify different text and media genres (expository writing forms, narrative writing forms, prose and poetry)
Recognize the communicative functions of written texts, according to form and purpose	• use text features for a variety of purposes (tables of contents, headings, subheadings, bullets, diagrams, photographs, captions, indexes, glossaries, etc.) • use a graphic organizer to organize the events in narratives indicating a sense of rising action • identify distinguishing features of various genres (e.g., *plot, verse, chapters, dialogue, asides, prologues, special effects,* etc.) • identify passages of fictional narrative in non-fiction texts and understand why they are used. (e.g.*, the story of a blood cell, a day in the life of a settler in fort Macleod*)
Infer context that is not explicit by using background knowledge	• make judgements about people or events in text from a collection of artifacts • make generalizations from a set of statements
Distinguish between literal and implied meanings	• use step by step discussion of a passage to process pragmatic (e.g. *The principal held up his hand and stopped the student in the hallway suggest the literal meaning of the principal putting his hand on the student and the implied meaning of the student seeing the raised hand and stopping.*) • identify and interpret contextually specific symbols related to character's experiences (e.g., *stormy weather as reflecting a character's emotional turmoil*)
Detect symbols, places, pastimes, and historical references that occur commonly in text	• identify common cultural references in proverbs and other text (e.g. *instead of counting sheep, the next time you have trouble sleeping...*)
Locate information in the school library, using both print and electronic sources	• utilize strategies for narrowing a search and for noting reliable and useful information as it applies to a subject • understand and use the Dewey Decimal System • understand and use electronic resources approved by the CBE • use various electronic search strategies to find reliable information

General Outcome 3: Students will process, understand and respond to spoken language from a variety of speakers for a range of purposes in a variety of situations.

Specific Outcomes	Illustrated Examples
Discriminate among the distinctive sounds of English	• listen to polysyllablic words noting the number of syllables
Use features of intonation, stress and volume to identify important information	• recognize English stress patterns, words in stress and unstressed positions, rhythmic structure, intonation contours and their role in signalling information • distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance • pick out manageable clusters of words
Process speech containing pauses, errors, corrections, and other performance variables.	• discuss some of the differences between spoken and written texts in terms of vocabulary, syntax and discourse structure (e.g. rephrasing, repetition, elaborations, insertions) • note and practice reduced forms (*whaddya wanna do?*) (*I'll, he'll*) (*Mom! Phone!*) (*When will you be back? Tomorrow.*) • identify central ideas in speech containing hesitations, false starts, pauses, corrections, or ungrammatical forms
Use grammatical knowledge to interpret speech	• listen to oral text and identify specific words (e.g. *weather words, time words, prices*) • recognize grammatical word classes (noun, verbs, etc.), systems (e.g., tense, agreement, pluralisation), patterns and rules; restate ideas presented orally to show how a particular meaning can be expressing in different grammatical forms
Comprehend conversations and common classroom oral discourse.	• comprehend most conversations (e.g. short, simplified oral descriptions; and mediated audio-visual presentations on a variety of topics related to study) • comprehend the gist of an idea (identify some of the words in oral text, feel relatively certain about some, less certain about others) • participate in an interactive two-way listening activity which includes attention to group bonding and classroom discourse rules (e.g., *taking the floor, yielding the floor, turn taking, interrupting, comprehension checks, topic shifting, agreeing, questioning, challenging*, etc.)
Infer situations, participants, and goals using real-world knowledge	• participate in schema-building tasks before and after listening to text (e.g. ask focussing questions such as "*Where might the speaker be? How might the speaker be feeling? What might the speaker be referring to*? • from what is said, identify time, place, situation, participants
Distinguish between literal and implied meanings	• respond to literal questions • use a graphic organizer or note-taking frame to outline stated facts and implied information

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	• detect key words and non-verbal cues that indicate speaker's intent
Use facial expression, gestures, body language and other nonverbal clues to decipher meanings	• Identify non-verbal communication acts which indicate agreement, non-agreement, politeness, lack of interest, insult, obscenity, sincerity, misunderstanding, etc • recognize emotional tone of a speaker (*sad, serious, excited, displeased, angry, etc.)*
Identify the key features of oral text that: • describe • predict outcomes • present causes and effects • compare and contrast • explain, summarize, generalize or exemplify	• listen to speakers and oral media to identify relationships between ideas using questions and graphic organizers • interpret and follow instructions for an variety of tasks, (e.g., *operating electronic equipment, making graphs, following a recipe*) • identify generic terms used to group objects or phenomena (e.g. *reptiles, minerals, literary genres*) • identify the aspects for comparison between objects or phenomena (e.g. *classes of animals, cultures, economies*) • match opinions and the reasons given for them • recognize and interpret the meaning of conditional statements (e.g. *if I have…, I will…; when I get…, I will…)*
Detect sentence elements and distinguish between major and minor elements	• listen to a segment of oral text while reading a transcript of the material, noting key concepts in a sentence • listen to a segment of oral text while reading a transcript of the material, noting the incomplete sentences, pauses and verbal fillers
Recognize cohesive devices in spoken discourse	• look at a speech transcript and circle all the cue words used to enumerate main points • listen to a lecture segment and note the organizational cues

Outcome 4: Students will engage in written communication in a variety of forms for a variety of purposes.

Specific Outcomes	Illustrated Examples
Produce writing at an efficient rate of speed to suit the purpose	• with guidance and through discussion, students choose appropriate forms, depending on the audience and purpose (e.g., variety of paragraph types, friendly letter, business letter, journal response, narrative, dialogue, etc.)
Use the rhetorical forms and conventions for expository writing	• compare North American expectations for paragraph writing (topic sentence, focusing statements, supporting ideas (facts, examples, explanations), transitioning words (signal words, phrases, sentences, concluding sentence) to paragraph writing in first language • compare North American conventional paragraphing order to order used in first language writing • write four or five paragraphs on topics that have been scaffolded in research and discussion in class • write one page summaries of expository texts that include most key points

Appropriately accomplish the communicative functions of written texts according the form and purpose	• respond to e-mails, notes or memos from teachers or peers using appropriate register. • write and perform dialogues related to informal personal interactions. • produce an acceptable core of words and use appropriate word order patterns
Create text in the dominant rhetorical patterns: • explanation of process • description • comparison and contrast • cause and effect • opinion and persuasion • condition	• use appropriate cohesive devices (See Appendix B) • describe the location of objects in pictures maps, diagrams and models • write two or three paragraphs in journals, class newsletters to describe self, family and friends • write accounts (biographies, autobiographies) of a friend or family member • tell and write personal anecdotes related to events in texts on topics of study • explain the sequence of how to do something or how something works, a series of actions or events or to order structure within a paragraph • describe the physical attributes, functions and composition of objects related to topics of study • compare and contrast two people, two objects or two places, using appropriate signal words • explain causes and or effects of events, using appropriate signal words • present an argument defending a position on a current events topic (*cell phone use in cars, boycotting the Olympics, non-smoking laws*, etc.)
Use the steps of the writing process	• use prewriting devices and techniques • rewrite using feedback from teachers and peers using • edit and revise drafts using checklists, models, etc.
Use correctly the grammatical structures of spoken English appropriate for this level	See Appendix A Language Reference Chart

Outcome 5: Students will engage in oral communication in a variety of situations for a variety of purposes and audiences in a wide spectrum of social, cultural and academic contexts.

Specific Outcomes	Illustrated Examples
Produce chunks of language of different lengths for informal	• use appropriate vocabulary commonly associated with junior high student interests and activities. • interact orally with peers, in impromptu settings, with language

purposes	that is comprehensible to most native English speakers on topics of general interest (e.g. movies, sports, gender issues, etc.)
Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure and intonational contours.	• use common colloquial expressions appropriately in interactions with peers • use pauses between phrases (*if you spill salt,/you will have bad luck/unless you throw some over you left shoulder*) • use pitch changes when asking and answering questions
Produce speech in natural constituents – in appropriate phrases, pause groups, breath groups, and sentence constituents	• rehearse, read and present parts of text • rehearse and communicate oral presentations plan and give a speech (present brief oral reports, sometimes supported by visuals, to small groups of classmates)
Use speech acts with appropriate register for various communicative purposes	• initiate or engage in conversations with peers or in small groups and demonstrate effective interaction skills (e.g., provide information, introduce oneself, ask questions, offer explanations, encourage others, express emotional attitudes, negotiate decisions, explain motivations, etc.) • use conventional format to ask and answer *wh* questions • Present scenarios for different audiences (e.g. *reporting a robbery to a friend vs. to the police, describing an event to parents vs. to the school principal*) • develop an awareness of language acceptable and unacceptable in school context
Monitor and self-correct one's oral production	• use backtracking and rephrasing strategies to self-correct • use techniques to check listener's understanding engage in practice scenarios of unfamiliar communicative situations (*e.g., speaking to the principal, dealing with an emergency, telephoning the school to report an absence*)
Express a particular meaning in different grammatical forms	• use and alter grammatical word classes (*nouns, verbs*, etc.), systems (e.g., *tense agreement, pluralization*), word order, patterns, rules and elliptical forms (see Appendix A) • role-play situations in small groups based on dialogues, video clips, or field trips
Use cohesive devices in spoken discourse in common discourse patterns: • explaining a process • describing • reporting an event • classification • comparison and contrast • cause and effect • condition	• retell an event using time and sequence markers • give step by step instructions for common activities (e.g. *how to use a digital camera, how to do an experiment*) • describe an object using sensory detail • explain the difference between as aspect of one's home culture and Canadian culture (e.g. school routines, wedding ceremonies, etc. • present and support an argument about a current event • propose a hypothetical situation (e.g. *what would happen if….*)

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Communicate links between ideas presented orally	• make predictions by expressing and inquiring about degrees of certainty, possibility and capability. (e.g., *state degree of certainty about whether or not, something is possible or impossible, and state the likelihood of events occurring in the future*)
	• express relations between main ideas, supporting ideas, new information, given information, generalization and exemplification
Use facial features, kinesics, "body language", and other nonverbal cues along with verbal language in order to convey meanings	• respond verbally or with gesture, to slang or idiomatic expressions, especially when interacting with peers, (e.g., use of facial expressions or actions – *grimacing or shrugging*.)

Facilities or Equipment Necessary

- Reading books and online selections on chosen themes appropriate for students at ESL Level 3
- Access to computer lab with internet connection

Teacher Qualifications

This course should be taught by a certified ESL teacher who has knowledge of language acquisition, culturally responsive pedagogy, curriculum modification and reading theory.

Identification of Controversial or Sensitive Course Components

There are no controversial or sensitive course requirements.

Learning Resources

McCloskey, Mary Lou and Stack, Lydia Visions A - Language, Literature, Content Thompson Heinle. 2004

McCloskey, Mary Lou and Stack, Lydia Visions B - Language, Literature, Content Thompson Heinle. 2004

The Academic Word List
http://language.massey.ac.nz/staff/awl/awlinfo.shtml

Common Prefixes, Suffixes and Root Words
http://www.msu.edu/~defores1/gre/roots/gre_rts_afx1.htm

Appendix D provides links to a number of online resources that offer reading and audio selections appropriate for this level on topics of general interest and academic themes.

Projected Enrolment

Total enrollment in the Calgary Board of Education is projected to be 200 students.

Significant Overlap with Provincial Curriculum

This course is designed to address the conceptual and linguistic gaps that newcomer ESL students have when they enter Junior High School. There is a deliberate connection to the enduring understandings of Alberta Education's Program of Studies for Language Arts, across grades K – 9.

Assessment Standards

Students' assessment of learning will be based on a variety of techniques including projects, presentations, journals and learning logs, observation check-lists and quizzes and tests. The language level of tasks would be commensurate with Level 3 Language Proficiency level as identified in the Calgary Board of Education Language Proficiency Benchmarks.

Course Evaluation and Monitoring

The school's principal will ensure the objectives of the course are being met. The teachers will evaluate themselves to ensure they are meeting the guidelines under which the course was intended. Curriculum support will regularly review the course.

Appendices

Appendix A – Language Reference Chart for Accelerated English (Level 3)
Appendix B – Cohesive Devices, Transitions, Signal Words
Appendix C – Additional Resources
Appendix D – Unit Planning Grid
Appendix E – References

Appendix A

Language Reference Chart

This chart outlines some of the grammatical structures that are likely to be suitable for students at this level. Instruction of grammatical structures should be reinforced with opportunities for students to apply their growing understanding of the English language through participation in class activities. Students may require reinforcement and repetition of more basic language structures as well.

I.   Grammatical Structures

Nouns	• collective nouns (e.g., *government , public, crowd, group, family, police, committee)* + verb agreement
Pronouns	• indefinite: some, none, any, every + body/thing • relative: *who, that, which, whose* in defining relative clause (e.g., *The accident, which happened on Crowchild Trail, was terrible.)*
Verbs	• simple past of low-frequency irregular verbs (e.g., sweep/swept, rise/rose, light/lit, shine/shone) • present perfect (e.g., *I have visited Banff.*) • past perfect (e.g., *They had studied English before they arrived in Canada.)* • *used to (e.g., My mother used to shop at this store every Friday..)* • modals: should, could, would (e.g., *The character should have told the truth.)* • simple passive (e.g., *Poems are written by poets.*) • simple use of infinitives after certain verbs (e.g., claim to have, demand to speak, chose to take) • gerund as subject (e.g., ***Editing*** *your work is important..*) • sentence structures with reporting verb patterns (e.g., *I agree that; He instructed us to; He promised to be; They wondered why)* • Real and unreal conditionals (e.g., *If a word starts a sentence, then it is capitalized).*
Adjectives	• irregular comparative/superlative (e.g*., better/best, worse/worst, more/most*) • comparative/superlative (e.g., *oldest of the group, most mountainous in the country*) • comparative using as ... as (e.g., *This award is as important as the Newberry Book Prize*.) • adjective phrases (e.g., *The man in the black and white car is a policeman*.) • other, another, each

Adverbs	• adjective + ly (e.g., *unfortunately, truly, extremely, generously*) • *somewhere, nowhere, anywhere, everywhere*
Transition Words and Phrases	• time and sequence (e.g. before, after, when, then, while) • comparison and contrast (both ... and, similarly, differs from, in contrast, on the other hand, despite, in spite of, etc.) • cause and effect (therefore, as a result, since, etc.) • conclusion (in conclusion, to conclude, to summarize, etc.) • example (for example, to illustrate, etc.) • addition (in addition, another, likewise, etc.)
Question Forms	• information questions + some variety of tenses (e.g., *When can I leave? How have you been?*) • negative yes/no questions (e.g., *Don't you ever..., Doesn't the principal...?*) • tag questions (e.g., *We should have fires in the cafeteria, shouldn't we?*)
Negation	• negation + some variety of tenses (e.g., *Some students do not know how to participate in group work.*)
Prepositions	• phrasal verbs (e.g., *give up, look after, bring up, get along, clear up, go through, hang around, hold on, point out, put down*)
Sentences	• some variety of compound sentences • main clause + one subordinate clause (e.g., *Many students were late for school when the busses got stuck in the deep snow.*) • direct speech + correct punctuation (e.g., *The character said, "I will not go to a private school."*) • indirect speech + present tense (e.g., *The character says he will not go to a private school..*) • indirect speech + say, tell, ask + some variety of tenses (e.g., *The character said he would not go to a private school.*)

II. Conventions of Print

Punctuation	• colon before a list (e.g., *Alberta has the following industries: oil and gas, agriculture, and forestry.*) • parentheses (e.g., for additional information)

Appendix B

Cohesive Devices, Transitions, Signal Words

ADDITION
furthermore
and
second
next
then
another
also, too
at the same time
equally important
finally
further
initially
moreover
in addition
as well

TIME
first
after a short time
eventually
then
afterwards
next
at last
before
at length
after
hitherto
in the future(past)
in the meantime
meanwhile
soon
subsequently
ultimately
finally
immediately
at last

EXAMPLE AND EXPLANATION
for example
for instance
to illustrate
such as
indeed
as a matter of fact
in other words
specifically
that is
namely

CAUSE AND EFFECT
As a consequence
therefore
as a result (of)
consequently
when
since
then
because
so
due to
thanks to
on account of
in view of
accordingly
hence
owing to
thus

UNEXPECTED INFORMATION
surprisingly
amazingly

SUMMARY
in brief
in conclusion
in short
on the whole
to sum up
to summarize
indeed
from what has been said
on the whole

EXPECTED INFORMATION
surely
naturally
obviously
of course

Contrast
however
but
although, though
even though
nevertheless
to contrast
in contrast
differ in
differences
at the same time
for all that
on the contrary
in spite of
on the other hand
not withstanding
still
yet
alternatively
conversely

PLACE
beside
beyond
here
on the other side
opposite
there

RESTATEMENT
as mentioned before
previously
in short
in other words
that is

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Appendix C

Additional Resources

Ackert, P Cause and Effect. Third Edition. Heinle and Heinle Publishers, 1999

Blanchard, K. and Root, C. Get Ready to Read. Pearson Longman

Blanchard, K. and Root, C. Ready to Read Now. Pearson Longman

Blanchard, K. and Root, C Ready to Read More. Pearson Longman

Broukal, M. What a Life! High Beginning. Pearson Longman, 2000

Broukal, M. What a Life! Beginning. Pearson Longman, 2000

Broukal, M. What a Life! Intermediate. Pearson Longman, 2000

Broukal, M. What a World Series Books 1,2, 3 Pearson Longman

Farr, R. Power UP! Building Reading Strength.   Steck-Vaughn 2003

McCloskey, M. L. and Stack, L. Voices in Literature. Bronze   Heinle and Heinle Publishers, 1996

McCloskey, M. L. and Stack, L. Voices in Literature. Silver Bronze Heinle and Heinle Publishers, 1996

McCloskey, M. L. and Stack, L Voices in Literature. Gold Heinle and Heinle Publishers, 1996

Mikulechy, B and Jeffries. L.Reading Power Basic Pearson Longman

Mikulechy, B and Jeffries. L.Reading Power Pearson Longman

Mikulechy, B and Jeffries. L More Reading Power. Pearson Longman

Mikulechy, B and Jeffries. L. Advanced Reading Power. Pearson Longman

Reid, Joy. M. The Process of Paragraph Writing. Pearson Longman,

Rooks, George M. Paragraph Power. Pearson Longman

National Geographic Reading Expeditions (various texts in series)

National Geographic Nonfiction Reading and Writing Workshops

Electronic Resources

Environment Canada
http://www.cws-scf.ec.gc.ca/theme.cfm?lang=e&category=8

Water Heroes
http://www.on.ec.gc.ca/greatlakeskids/water-heroes-e.html

Morphie's Great Water Ride Adventure
http://www.on.ec.gc.ca/greatlakeskids/morphie-home-e.html

Kid's Stop
http://www.ainc-inac.gc.ca/ks/index-eng.asp

Historica: History by the Minute
http://www.histori.ca/default.do?page=.index

Historica: The Canadian Encyclopedia for Youth
http://www.thecanadianencyclopedia.com/index.cfm?PgNm=HomePage&Params=A1

The British Columbia Archives
http://www.bcarchives.gov.bc.ca/exhibits/timemach/main.htm

Children's Storybooks On-line
 http://www.magickeys.com/books/
   (Scroll to Books for Older Children of Books for Young Adults)

Audio Stories
 http://www.beenleigss.qld.edu.au/requested_sites/audiostories/
This site requires teachers to pick and choose age appropriate text

The Storynory Archives
http://storynory.com/archives/

OWL On-line Writing Lab
 http://owl.english.purdue.edu/handouts/esl/

On-line Reading Lab
http://www.geocities.com/yamataro670/readinglab.htm

Aesop Fables On-line (some Audio)
http://www.pacificnet.net/~johnr/aesop/

Aesop Fables
http://www.umass.edu/aesop/fables.php

English Daily – Chinese Stories and Songs
http://www.englishdaily626.com/stories.php

English Works!
http://depts.gallaudet.edu/englishworks/exercises/main/reading.html

English Magazine On-line
http://www.et-people.com/

ESL Reading for English Language Learners
http://www.eslreading.org/

Readings for ESL Students
http://fog.ccsf.cc.ca.us/~lfried/stories/stories.html

TIME for Kids
http://www.timeforkids.com/TFK/

Weekly Reader on-line
http://www.weeklyreader.com

National Geographic
http://kids.nationalgeographic.com/Stories

Kids Zone
http://www.ns.ec.gc.ca/wildlife/loons/kidszone.html

Appendix D

Unit Planning Grid

Assessment	Language Objective	Academic Language and skills	Receptive		Expressive		Language focus	Resources Materials
			Reading	Listening	Writing	Speaking		

Appendix E

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