

*Public District School Board Writing Partnership*

# Course Profile

## **Beginning Literacy**

### **ELD**

Level 1

Open

• *for teachers by teachers*

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Course Profiles are professional development materials designed to help teachers implement the new Grade 9 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education and Training. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

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## **Acknowledgments**

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## Course Overview

### English Literacy Development, ELDAO, Open, Level 1

#### Identifying Information

**School/ District:**

**Department:**

**Course Developers:** Jane Campbell, Hazel Excell, Michelle Flecker, Denise Gordon, Jane Hill, Elaine Iannuzziello, Paula Markus, Eleanor Minuk, Jane Sims, Ero Siouga, Betty Ann Taylor

**Development Date:** July 1999

**Course Title:** Beginning Literacy

**Course Type:** Open

**Ministry Course Code:** ELDAO

**Credit Value:** 1

#### Description/Rationale

This course builds on students' previous education and language knowledge to introduce basic literacy skills and to help students adjust to their new cultural environment. Students learn to read and write for everyday purposes, personal development, and enjoyment. Students also learn school routines and personal management skills.

#### Unit Titles (Time and Sequence)

|        |                            |          |
|--------|----------------------------|----------|
| Unit 1 | Orientation to School Life | 25 hours |
| Unit 2 | Numbers in Everyday Life   | 20 hours |
| Unit 3 | Health and Safety          | 20 hours |
| Unit 4 | Canada: Our New Home       | 25 hours |
| Unit 5 | Save Our Planet            | 20 hours |

#### Unit Organization

##### Unit 1: Orientation to School Life

**Time:** 25 hours

##### Description

In this introductory unit, students begin to respond appropriately to oral instruction and information in a classroom setting and to adapt to some key teacher expectations and school routines. Students begin to understand some basic facts and concepts about printed text, such as school maps, school calendars, agenda books, and timetables, and to use some basic patterns of standard Canadian English in several simple forms of writing.

##### Strand(s) and Expectations

**Strand(s):** Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

**Overall Expectations:** AORV.01L, AORV.02L, AORV.03L; AREV.01L, AREV.02L, AREV.03L; AWRV.01L; ASCV.02L.

**Specific Expectations:** AOR1.01L, 1.02L, 1.03L, 1.04L, 1.05L; ARE1.03L, 1.04L, 1.05L, 2.01L, 2.03L, 2.04L, 2.05L, 3.01L, 3.02L, 3.04L; AWR1.01L, 1.02L; ASC2.01L, 2.02L, 2.03L, 2.04L, 2.05L, 2.06L, 2.07L, 2.08L.

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## Unit 2: Numbers in Everyday Life

**Time:** 20 hours

### Description

Students will begin to familiarize themselves with the community outside the classroom. They will learn the language needed to interact in stores and shops. They will begin to read simple written materials and to produce short, structured pieces of writing. The focus will be on the writing and spelling of numbers, the reading of local advertising, the manipulation of currency, and the writing and solving of mathematical problems based on shopping.

### Strand(s) and Expectations

**Strand(s):** Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

**Overall Expectations:** AORV.01L, AORV.02L, AORV.03L; AREV.01L, AREV.02L, AREV.03L; AWRV.01L, AWRV.02L; ASCV.01L, ASCV.02L.

**Specific Expectations:** AOR1.01L, 1.02L, 3.02L, 3.04L, 3.05L; ARE1.01L, 1.02L, 1.04L, 2.03L, 2.04L, 2.05L, 2.07L, 3.02L, 3.04L; AWR1.02L, 2.01L, 2.02L; ASC1.01L, 1.02L, 1.03L, 1.04L, 2.05L, 2.06L.

## Unit 3: Health and Safety

**Time:** 20 hours

### Description

This unit is designed to help students respond effectively in emergency situations, to explore community resources and to apply their knowledge about health and safety to everyday life. Students learn how to recognize an emergency, make an emergency phone call, and understand safety signs and symbols. They acquire knowledge about fire safety and prevention, safety at school, seasonal safety, and basic first aid. The unit activities provide opportunities for students to read a variety of simple reading materials, to use some basic reading strategies, to write simple texts, and to participate in discussions and work cooperatively on shared classroom tasks. Students demonstrate knowledge of safety issues by participating in a class Safety Awareness Exhibit.

### Strand(s) and Expectations

**Strand(s):** Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

**Overall Expectations:** AORV.01L, AORV.02L, AORV.03L, AREV.02L, AREV.03L; AWRV.01L, AWRV.02L; ASCV.02L.

**Specific Expectations:** AOR1.01L, 1.02L, 1.03L, 1.04L, 1.05L, 2.01L, 2.02L, 3.03L, 3.05L; ARE1.01L, 1.02L, 2.01L, 2.04L, 2.05L, 2.07L, 3.02L, 3.04L; AWR1.01L, 1.02L, 2.01L, 2.02L, 2.03L; ASC1.02L, 1.04L, 1.10L, 2.01L, 2.02L, 2.04L, 2.05L, 2.06L, 2.07L, 2.08L.

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## Unit 4: Canada, Our New Home

**Time:** 25 hours

### Description

In this unit, students learn facts of Canadian geography. They use an inquiry approach to learn about the founding peoples and different cultural groups within Canada. Using basic reading strategies, students begin to read simple texts. With the teacher they write short passages which they practise reading.

### Strand(s) and Expectations

**Strand(s):** Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

**Overall Expectations:** AORV.03L; AREV.01L, AREV.02L, AREV.03; AWRV.01L, AWRV.02L; ASCV.01L, ASCV.02L.

**Specific Expectations:** AOR1.04L, 2.01L, 2.02L, 3.02L, 3.05L; ARE1.01L, 2.02L, 2.03L, 2.04L, 2.05L, 2.06L, 3.02L, 3.03L; AWR2.01L, 2.02L; ASC1.05L, 1.06L, 1.07L, 1.08L, 2.06L.

## Unit 5: Save the Planet

**Time:** 20 hours

### Description

In this unit students use the environmental concepts of reduce, reuse, and recycle for reading and writing activities. They follow audio tapes of simple books about environmental issues, watch videos, and write from teacher models and sentence starters. They discuss the reading of different forms of text and begin to write regularly in their journals. They are introduced to classified advertisements and letters. The last activity is practising for a final evaluation.

### Strand(s) and Expectations

**Strand(s):** Oral and Visual Communication; Reading; Writing; Social and Cultural Competence

**Overall Expectations:** AORV.01L, AORV.02L, AORV.03L; AREV.01L, AREV.02L, AREV.03L; AWRV.01L, AWRV.02L; ASCV.01L, ASCV.02L.

**Specific Expectations:** AOR1.01L, 1.03L, 1.04L, 2.01L, 2.02L, 3.01L, 3.05L; ARE1.01L, 1.04L, 2.03L, 2.05L, 2.07L, 3.01L, 3.02L, 3.03L; AWR2.01L, 2.03L; ASC1.01L, 1.02L, 2.06L, 2.07L, 2.08.

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## Course Notes

The ELDAO course provides an accelerated program of literacy development for students who have sufficient knowledge of oral English to benefit from literacy instruction in English. These students come from a variety of language backgrounds, including a variety of standard English and they may have significant gaps in their education. Teachers should make no assumptions about previous learning. All students come to the classroom with valuable life experiences. In planning activities and selecting resources, teachers need to build upon the students' knowledge and skills.

Although this course is designed for both speakers of a second language and for students who speak a variety of standard English, teaching methodologies for the two groups differ. For example, speakers of another variety of English are able to follow and enjoy being read to at several levels above their own independent reading level. This gap is much narrower for speakers of other languages. Whenever possible, the two groups should be taught in separate instructional groupings. Large boards may be able to provide central programs for groups of students with catch-up courses in math and adapted courses in other subject areas for part of the students' day. Some schools will have only one or two students who need an ELDOA course. Schools that receive such students must be prepared to provide a variety of human resources beyond the classroom teacher. Schools could involve community volunteers, administrators, paraprofessionals, and families to ensure that the young people begin to acquire the skills that will allow them to reach their full potential.

Students enter our school system throughout the year. Continuous intake implies that orientation will be ongoing. New students have to be made aware of school rules, routines, and expectations. Students who have been in the class longer are able to assist with the orientation for newer students. Students taking the ELDAO course need support and encouragement. Teachers should be aware of the sensitivity of students who are trying to close gaps in their educational background. The importance of building the students' confidence and self esteem cannot be overestimated. It is imperative that the classroom be a safe and supportive environment.

In planning the ELDAO course, teachers should take into account the needs of exceptional students as set out in their Individual Education Plan. ELD students show the full range of learning exceptionalities in the same proportions as do other Ontario students. Some students arrive with already identified special learning needs, while the needs of others may be identified as the course progresses. It is very important not to identify students as learning disabled on the basis of performance or behavior that reflects a normal process of learning how to read or that reflects a lack of prior opportunity to learn the knowledge and skills being tested.

Throughout the course, reading and writing activities have been developed from the students' immediate needs. In addition, numeracy skills have been integrated into the activities. Students who are emergent readers and who have missed some years of schooling may also need assistance with basic mathematical skills. The CALLA Handbook: *Implementing the Cognitive Academic Language Learning Approach* provides a thorough discussion of how language is used in mathematics in addition to other subject areas.

Authentic materials and real life learning experiences such as field trips, community speakers, and practical activities are at the heart of the course. In choosing themes for the ELDAO course, effort has been made to focus on the needs and interests of the teenager who has not had opportunities to develop literacy skills.

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## Teaching/Learning Strategies

- brainstorming, classifying and categorizing, cloze exercises, co-operative writing, copying, compiling a picture dictionary, guided reading/ writing, sequencing, K-W-L charts, role playing, language experience charts, field trips, language games, key word lists, student created posters, paired reading, reading aloud to students, read-along tapes, shared reading, skimming/scanning, sketching, think alouds, small group work, viewing videos, sharing experiences orally, visual materials, Internet searches, creating rhymes, songs or raps, electronic journal writing, note-making, mapping, portfolios, oral presentations, follow presentations, homework, teacher modelling, teacher-directed questions, manipulatives, conferencing, charts and visual organizers, guest speakers, collaborative/co-operative learning, peer practice, peer teaching, think/pair/share.

## Assessment/Evaluation

- teacher observation, cumulative checklist, true/false listening quiz, role play, cloze exercise, matching exercise, sequence exercise, draw and label, dialogue journals, poster rubric, oral presentation rubric, collage rubric, problem solving test, making booklets, notebook, portfolio, quiz/written test

## Resources

Carver, Kasloff, Tina et al. *A Canadian Conversation Book: English in Everyday Life*, 2nd ed. Scarborough, Ontario: Prentice-Hall Canada, 1997.

*English, Yes! Literacy*. Lincolnwood, Illinois: Jamestown Publishers, 1998.

Greig, David. *Sequential Core Basics: A Checklist of English Literacy Skills with Corresponding Worksheets*. Toronto: Toronto District School Board.

Nishio, Yvonne, Wong. *ESL Literacy Teachers' Resource Book*. Toronto: Copp, Clark Pitman, 1991.

O'Malley, J. Michael and Lorraine Valdez Pierce. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison Wesley, 1997.

Roots and Wings: Resource Units to Support Caribbean Students New to Canada. Toronto: Toronto District School Board.

Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary: Monolingual Canadian Edition*. Don Mills, Ontario: Oxford University Press Canada, 1999.

Tanaka, Grace and Kay Ferrel. *English Extra*. Upper Saddle River, NJ: Prentice Hall Regents, 1998.

Zuern, Guenther. *Ontario Reader 1997*. Toronto, Ontario: Newcomer Communications, 1997.

## Software

*The Alphabet*. Software for Teaching Adult Literacy and English as a Second Language. Australia: Protea Textware. Distributed by AlphaPlus Centre, 21 Park Rd. Toronto.

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## **OSS Policy Application**

Throughout the activities in the ELDAO course profile, the needs of exceptional learners have been taken into account in the accommodations section. A variety of alternative teaching/learning and assessment strategies have been suggested. Care has been taken to ensure that assessment is culturally and linguistically appropriate.

It is very important that the ELDAO students be given opportunities to develop competence in using computers and other technology. Computer activities are integrated into all of the units and include draw programs, Internet research, electronic dialogue journals, word-processing, CD-ROMs and interactive software programs. Alternatives are suggested for schools that do not yet have sufficient computer resources.

Each unit includes a component of career education. ELDAO teachers are expected to work closely with guidance staff to help students explore the full range of educational and career opportunities available to them in their new country. Throughout the course, the community is used as a resource for career information. Field Trips in the neighbourhood and the larger community as well as speakers from community institutions such as St. John Ambulance, the fire department, police department and the Royal Ontario Museum provide students with an opportunity to explore a variety of career choices. ELDAO students also need to be included in school-wide career education initiatives.

Personal safety is of fundamental importance to all students. ELDAO students need confidence in handling health and safety situations in their new environment. They must also learn how to respond effectively in spite of limited literacy skills. It is essential that students explore ways to be safe in their community and in their school. Unit 3 is devoted exclusively to safety in many contexts. Teachers are encouraged to consult with school staff on some of the problems emergent readers may have with individual subject safety procedures and to develop together ways to address these problems. Personal safety at school includes psychological and emotional safety. A school environment that is free of racial and sexual harassment is as important to students as being in a physically safe environment. Activities throughout the course focus on the importance of school rules and routines for personal safety and include teaching the board's racism and sexual harassment policy. Students are taught how to report problems and to get help if they are being harassed.