A close-up, slightly blurred photograph of a hand holding a pen, writing on a document. The background is a light-colored surface, possibly a desk or table. The hand is positioned in the upper left quadrant, and the pen is angled towards the right. The overall tone is professional and educational.

Part 2

# EAL/D STUDENTS IN THE MAINSTREAM CLASSROOM

*EFFECTIVE STRATEGIES FOR MAINSTREAM TEACHERS TO SUPPORT THE  
SECONDARY EAL/D LEARNER*



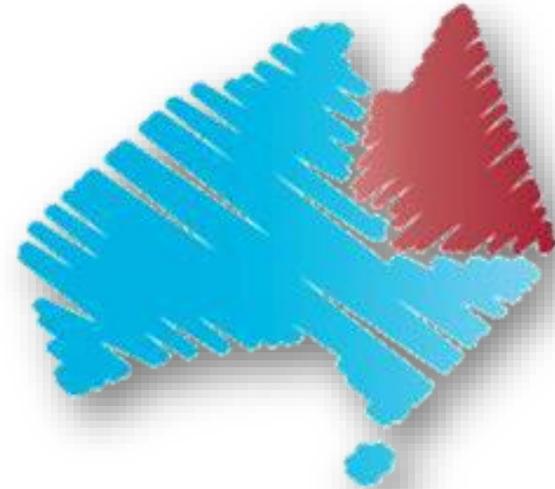
# **Acknowledgement of Traditional Owners**

**In opening this professional development session, we'd like to acknowledge the traditional owners of the land on which this gathering is being broadcast from, the Jagera and Turrbal peoples, and pay our respects to their Elders past, present and emerging for they hold the memories, traditions, customs and hopes of all Indigenous Australians.**

**We must remember that underneath the concrete and asphalt of the buildings in which we live, learn and work, the land and waterways were, are and always will be traditional Aboriginal and/ or Torres Strait Islander land and/ or place.**

**We also pay respects to the Elders of the regions where all participants herald from today and thank them for their continued custodianship of the land.**

WELCOME



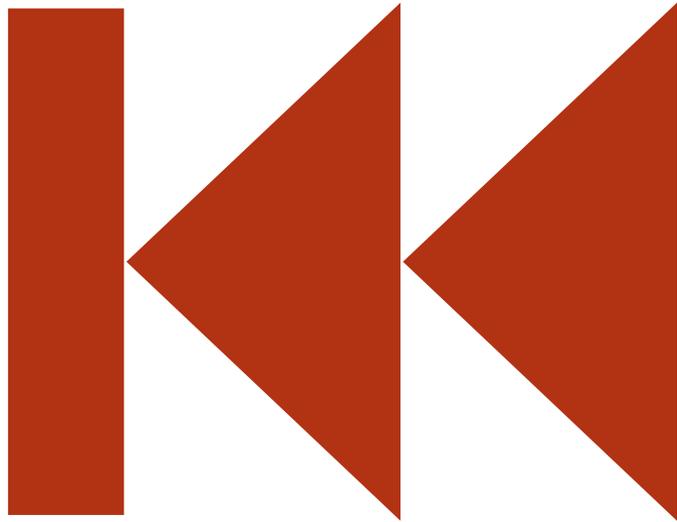
**QATESOL**

QUEENSLAND ASSOCIATION OF TEACHERS OF  
ENGLISH TO SPEAKERS OF OTHER LANGUAGES

# ACARA

- “In Australian schools, learning is accessed through English, and achievement is demonstrated through English. Each area of the curriculum has language structures and vocabulary particular to its learning domain, and these are best taught in the context in which they are used. **All teachers are responsible for teaching the language and literacy demands of their learning areas.**”

- *EAL/D Advice and Overview, 2014*



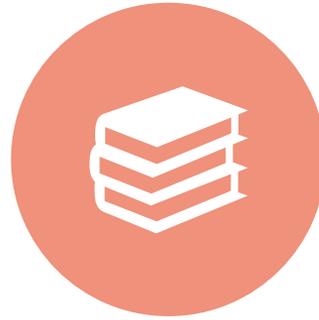
IN OUR LAST PRESENTATION ....



WE LOOKED AT ...

- Who are our EAL/D learners?
- What is differentiation and how it can be applied
- BICS and CALP and how this helps us to understand EAL/D student language needs
- Knowing our students
- Importance of classroom environment
- Planning for language learning
- Vocabulary

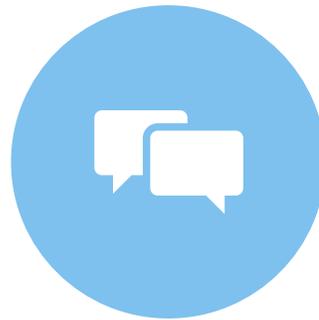
# IN THIS PRESENTATION



READING  
STRATEGIES

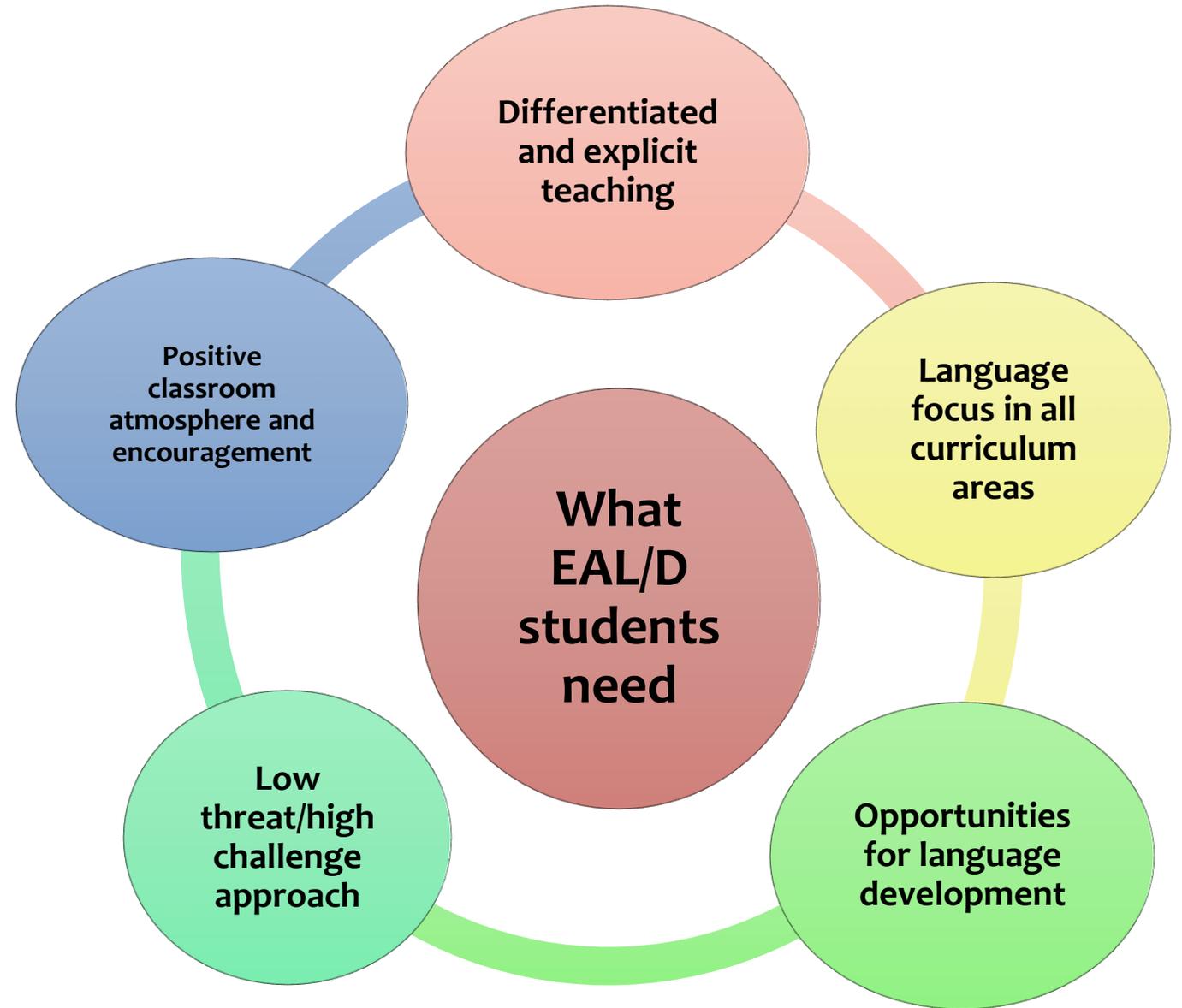


WRITING  
STRATEGIES



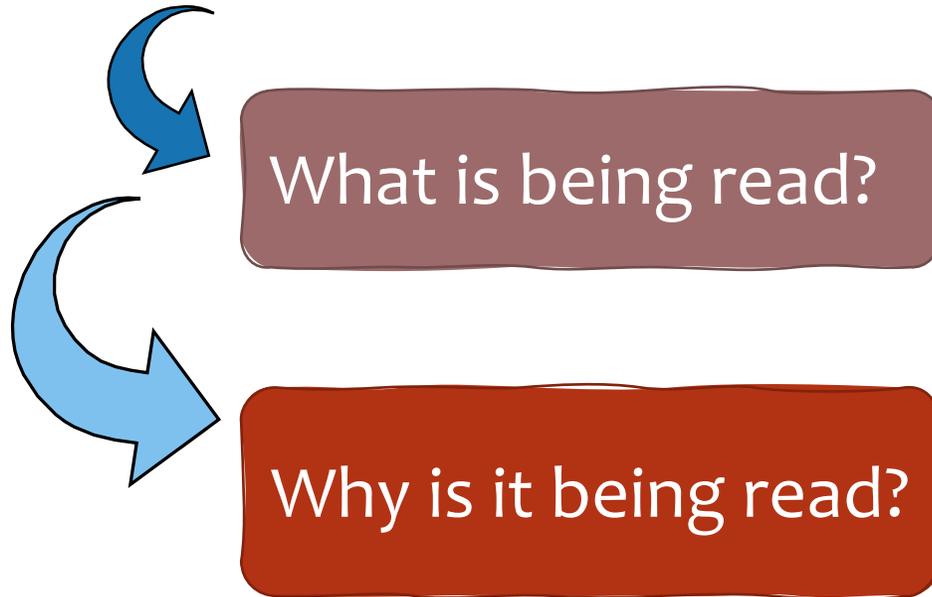
FEEDBACK  
STRATEGIES

# UNDERLYING PREMISES SUPPORTING LANGUAGE LEARNING



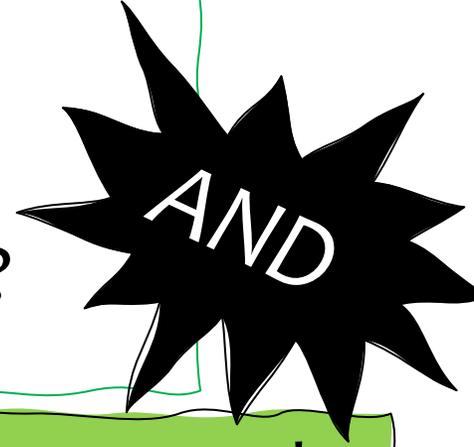
# READING

Essential skill for assessment and further study

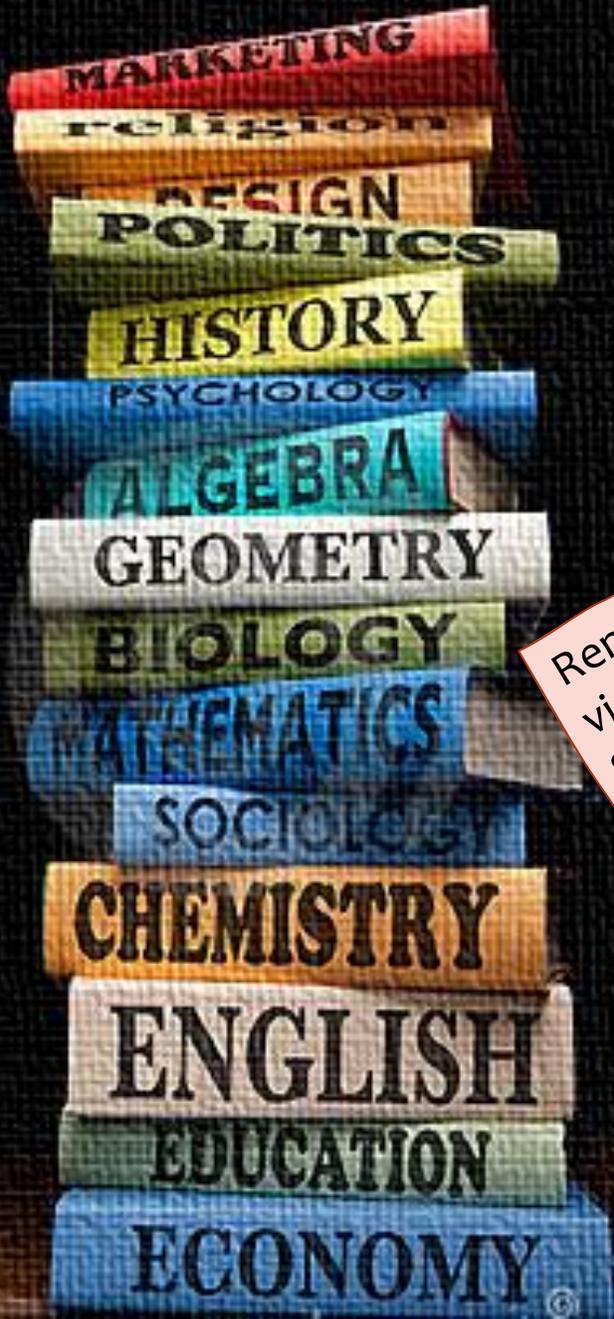


Consider purpose and expected outcomes of reading

- Information?
- Problem solving?
- Revision?
- Text type/language features?
- In place of teaching?



A second language learner needs to know about 98% of words in an oral or written text to understand it (Hu & Nation, 2000)



# STRATEGIES TO SUPPORT READING

## Choice of text

- Familiarity of concepts and vocabulary
- Readability of text –
  - Consider **content** of text ie vocabulary, syntax, concepts
  - Consider **presentation** of text ie font size and type, line length and spacing, chunking of text, inclusion of visuals

Remember  
visuals are a  
SUPPORT –  
don't rely on  
visuals for a  
full  
explanation!

## 5.2 Systems: Ecosystems

### 5.2.1 Living together

You are a multicellular **organism** of the **species** *Homo sapiens*. When you are with others of your species in the same area at a particular time, you belong to a **population**. When the population you are part of is living with populations of other species, then collectively you could be described as a **community**. Communities of organisms living together interact with each other and their environment to make up an ecosystem.

Ecosystem: temperate marine kelp forest  
 Producers: algae, including the string kelp, *Macrosystis angustifolia*



Ecosystem: Antarctic marine ecosystem  
 Producers: many species of phytoplankton



**COMPARE readability of these texts**

### Ecological levels: from individuals to ecosystems

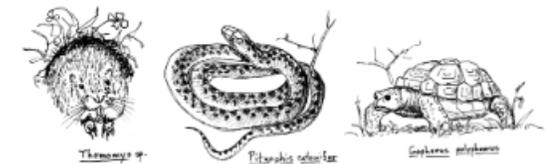
Individuals, species, populations, communities, and ecosystems...what's the difference?

- Google Classroom
- Facebook
- Twitter
- Email

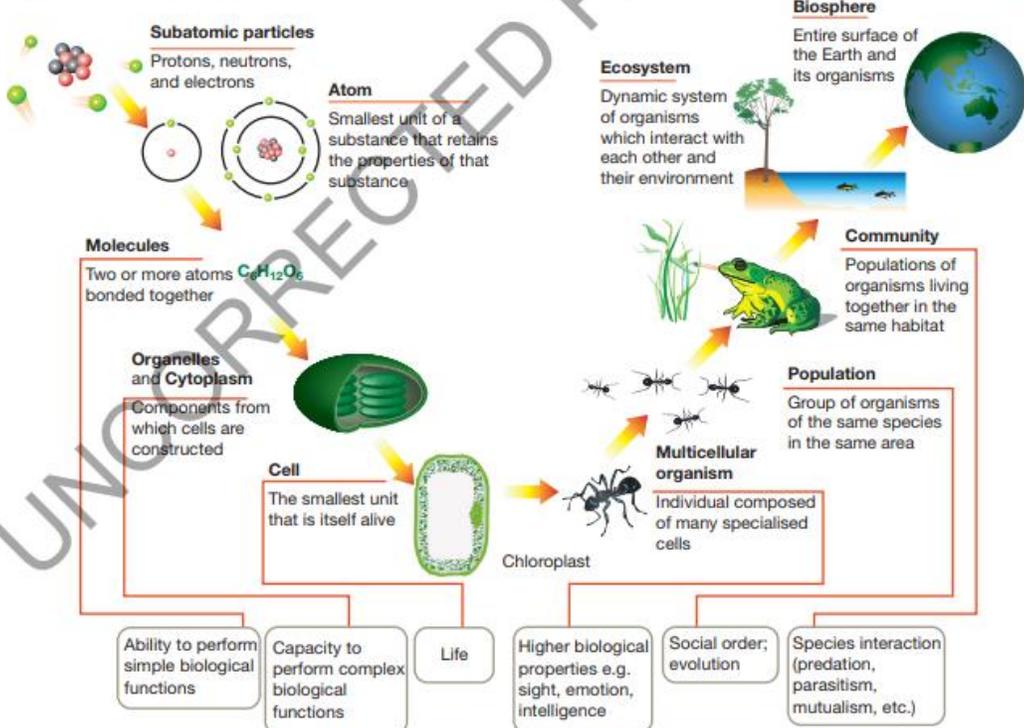
Have you ever heard the expression "you can't tell the players without a program" and found it to be true? Sometimes you need background information, a list of the players, their titles or functions, definitions, explanations of interactions and rules to be able to understand a sporting event, a theatrical play or a game. The same is true for understanding the subtle but important differences among the various components that make up an ecosystem. Terms such as **individual**, **population**, **species**, **community** and **ecosystem** all represent distinct ecological levels and are not synonymous, interchangeable terms. Here is your brief guide or program to understanding these ecological players.

You are an individual, your pet cat is an individual, a moose in Canada is an individual, a coconut palm tree on an island in the Indian Ocean is an individual, a gray whale cruising in the Pacific Ocean is an individual, and a tapeworm living in the gut of a cow is an individual, as is the cow itself. An **individual** is one organism and is also one type of organism (e.g., human, cat, moose, palm tree, gray whale, tapeworm, or cow in our example). The type of organism is referred to as the **species**. There are many different definitions of the word species, but for now we'll leave it simply that it is a unique type of organism. As a grammatical aside, note that the word "species" always ends in an "s". Even if you are referring to just one type of organism, one species, it is a species; there is no such thing as a specie. That's just one of those grammatical facts of life.

Each species that has been studied and described by scientists has been given a two-part name, their **binomial** or scientific name, that uniquely identifies it (e.g., humans = *Homo sapiens*; domestic cats = *Felis catus*; moose = *Alces alces*; coconut palms = *Cocos nucifera*; gray whales = *Eschrichtius robustus*; cow tapeworms = *Taenia saginata*; and domestic cows = *Bos taurus*). The power or value of the scientific name is that it makes clear what type of organism you are talking about. Since only one type of organism in the entire world has that unique name, it makes for much clearer communication and understanding than using common names. If you are talking about a gopher, for example, just using its common name like this, you might be referring to a type of mammal that lives underground, a type of snake, or even a type of tortoise, depending on what part of the country you are in.



Levels of biological organisation. As each level increases, structural complexity increases and unique phenomena may emerge.



# STRATEGIES TO SUPPORT READING - ACTIVE READING

- Give students a **focus** for reading

Read this

While reading this, I want you to find ...

- Three reasons for the fall of the Roman Empire
- Differences between deciduous and evergreen trees

Be specific in purpose of reading and type of reading!



# STRATEGIES TO SUPPORT READING

Useful strategies:

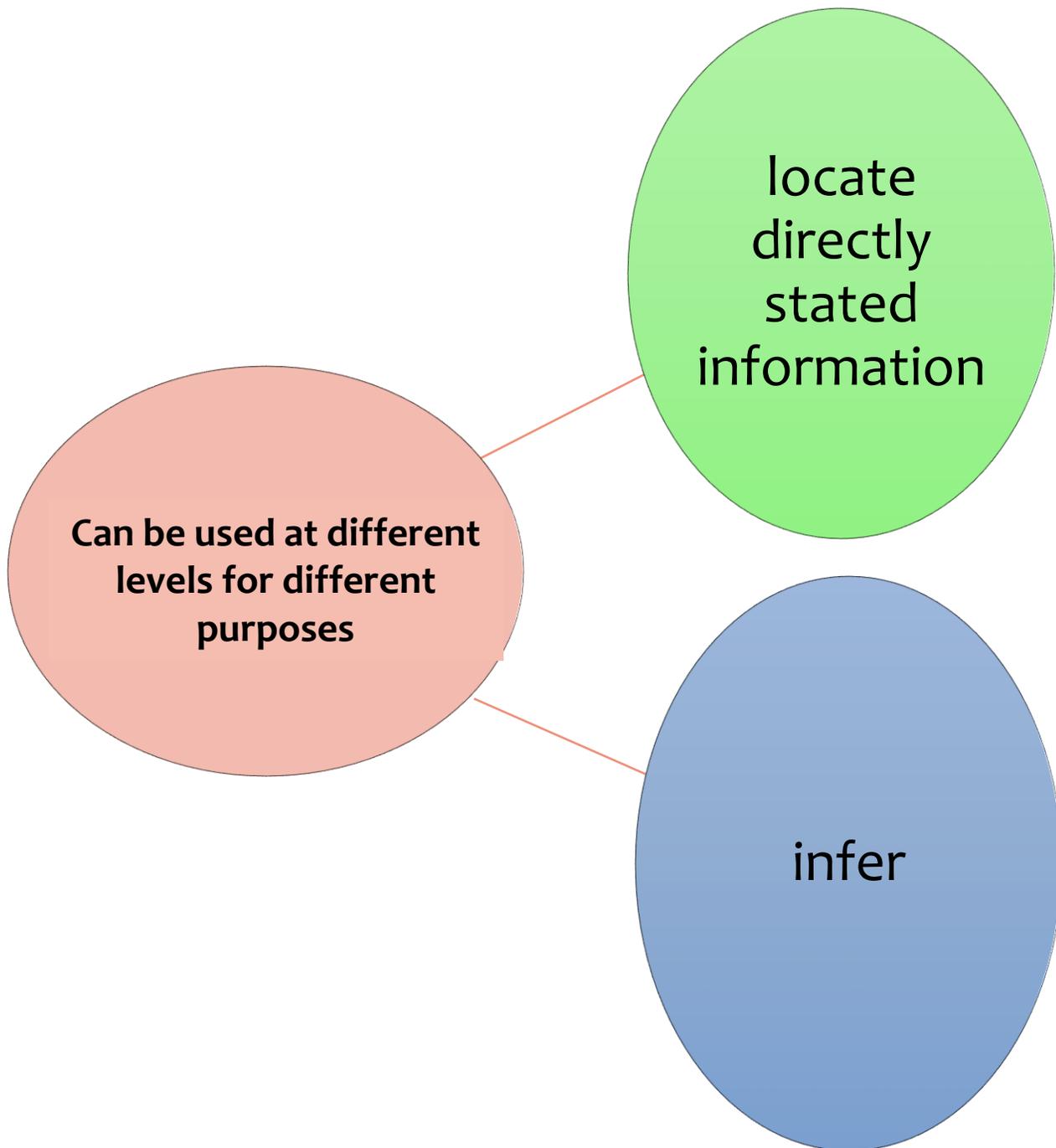
- *Text tagging/footprinting (highlighters, sticky notes)*
- *Guided questioning*
- *Different types of reading – skimming, close reading*
- *Scaffolding*
- *Graphic Organisers*
- *Guided questions*
- *Chunking*
- *Group work*



# FOOTPRINTING <sup>OR</sup> TEXT TAGGING

- Using highlighter or sticky notes to annotate texts to identify points/examples/evidence/reactions
- Using sticky notes moves beyond highlighter – can be colour-coded and notes made
- allows for engagement with text and focussed reading/comprehension
- Using sticky notes reduces anxiety as it is easily reversible
- allows for collaboration/group work

# WHAT MAKES IT EFFECTIVE?



- verbatim information e.g. descriptions of a character in a text; reasons for an opinion; facts and statistics
- paraphrased/reworded information e.g. synonyms for a characteristic

- details across text (identifying details that support an inference, e.g. why is the character scared? Why might a hypothesis be correct?)
- embedded information (referencing) – identifying pronouns and synonyms used by author to identify a character e.g.

By Carolyn Gregoire

Posted: 06/24/2015 11:40 am EDT Updated: 06/24/2015 11:59 am EDT



The typical diet is loaded with fat and sugar, and it may be hurting not only our physical health, but also our ability to think clearly.

New research from Oregon State University finds a high-sugar, high-fat diet causes changes in gut bacteria that seem to lead to significant losses in cognitive flexibility, a measurement of the brain's ability to switch between thinking about one concept to another, and to adapt to changes in the environment.

The study, which was conducted on mice and published this week in the journal *Neuroscience*, found that a high-sugar diet was particularly detrimental to brain function leading not only to decreased cognitive flexibility but also to impairments in short- and long-term memory.



"We've known for a while that too much fat and sugar are not good for you," Dr. Kathy Magnusson, a biomedical scientist at the university and the study's lead author, said in a statement.

"This work suggests that fat and sugar are altering your healthy bacterial systems, and that's one of the reasons those foods aren't good for you.

"It's not just the food that could be influencing your brain, but an interaction between the food and microbial changes."

Diet could play an important role in neurological and mental health, both for better and for worse.

### The Experiment

For the study, the researchers fed groups of mice a high-fat diet, a high-sugar diet or a normal diet, and gave them tests measuring various physical and mental functions.

What did they find? After just four weeks on the high-fat or high-sugar diet, the mice performed worse on a series of mental

Read the following text. The focus of this text is to understand the influence that food has on our bodies.

- Use **green tags** to identify physical effects of sugar on our bodies
- Use **red tags** to identify mental effects of sugar
- Use **blue tags** to identify proof for these claims

### Alternative activities:

- Unknown words
- Support for a premise
- Focussing on modality (*suggests, could,...*) eg for an annotated bibliography



English example - 'To Kill a Mockingbird' by Harper Lee (main themes innocence, racism and prejudice, loneliness, justice, courage)

Task – Analytical Essay

- ***Write an analytical essay to discuss how courage is represented in the novel 'To Kill a Mockingbird'***

Of course they do, Scout.  
'Then why did Cecil say you defended niggers? He made it sound like you were runnin' a still.'

Atticus sighed. 'I'm simply defending a Negro - his name's Tom Robinson. He lives in that little settlement beyond the town dump. He's a member of Calpurnia's church and Cal knows his family well. She says they're good folks. Scout, you aren't old enough to understand things yet, but there's been some high talk around town. In effect that I shouldn't do much about defending the case - it won't come to trial until Taylor was kind enough to give us a pecuniary contribution. John...'

'If you shouldn't be defendin' him, what are you doin' it?'

'For a number of reasons,' said Atticus. 'The main one is, if I didn't I couldn't hold up my head in town, I couldn't represent this county in the legislature, I couldn't even tell you or Jem not to do something again.'

'You mean if you didn't defend that man, Jem and me wouldn't have to mind you any more?'

'That's about right.'  
'Why?'

'Because I could never ask you to mind me again. Scout, simply by the nature of the work, every lawyer gets at least one case in his lifetime that affects him personally. This one's mine, I guess. You might hear some ugly talk about it at school, but do one thing for me if you will - you just hold your head high and keep those fists down. No matter what anybody says to you, don't you put your hand on your goat. Try fighting with your head for a good one, even if it does resist learning.'

'Atticus, are we gonna win?'

'No, honey.'

'Then why -'

'Simply because we were licked a hundred years before we started is no reason for us not to try to win,' Atticus said.

'You sound like Cousin Ike Finch,' I said. Cousin Ike Finch was Maycomb County's sole surviving Confederate veteran.

Atticus on representing

inordinately vain. At least once a year Atticus, Jem and I called on him, and I would have to kiss his forehead. It was horrible. Jem and I would listen respectfully to Atticus. Cousin Ike would rehash the war. 'Tell you, Atticus,' Cousin Ike would say, 'the Missouri Compromise was what licked the Yankees. If I had to go through it again I'd walk every step of the way. There an' every step back just like I did before an' frum here we'd whip 'em this time ... now in 1864, when all Jackson came around by - I beg your pardon, what? Ol' Blue Light was in heaven then, God rest his soul, he'd have a good brow ...'

'Come here, Scout,' said Atticus. He crawled into his lap and tucked my head under his chin. He put his arms around me and rocked me gently. 'It's different this time,' he said. 'This time we aren't fighting the Yankees, we're fighting our friends. But remember this, no matter how bitter things get, we're still our friends and this is still our home.'

In this in mind, I faced Cecil Jacobs in the school yard.

'You gonna take that back, boy?'

'You gotta make me first!' he yelled. 'My folks said your folks was a disgrace an' that nigger oughta hang from the gallows!'

I had a bead on him, remembered what Atticus had said and clenched my fists and walked away, 'Scout's a coward!' ringing in my ears. It was the first time I ever walked away from a fight.

Somehow, if I fought Cecil I would let Atticus down. Atticus so rarely asked Jem and me to do something for him, I could take being called a coward for him. I felt extremely noble for having remembered, and remained noble for three weeks. Then Christmas came and disaster struck.

Jem and I viewed Christmas with mixed feelings. The good side was the tree and Uncle Jack Finch. Every Christmas Eve day we met Uncle Jack at Maycomb Junction, and he would spend a week with us.

A flip of the coin revealed the uncompromising lineaments of Aunt Alexandra and Francis.

I suppose I should include Uncle Jimmy, Aunt Alexandra's husband, but as he never spoke a word to me in my life

example of Scout's courage

Atticus

Atticus on doing the right thing

backwards, dumb common (

RETRU

### Point-of View/Perspective Chart

Character: Atticus

Pivotal event or conflict	Character's thoughts or feelings about this event (what do you think this character is thinking or feeling?)	Evidence from the text (What leads you to believe these are his/her feelings?)
When Scout comes home & asks Atticus if he defends nigger.	He tells Scout that she should not be using the word "nigger".	" . . . that is common (primitive, backwards, dumb ignorant.

Example

When Scout comes home from school one day, she asks A if it is true that he defends niggers. A sees this term very offensive / racist & he explains to Scout that he defends niggers.

P O V

Atticus is a fair person who challenges the fixed, racist attitudes of Maycomb

## Importance of health-related components

The health-related components of fitness target essential body functions that impact directly on our health. Improved cardiorespiratory endurance, muscular strength, flexibility, local muscular endurance and body composition all positively affect our health.

Regular exercise strengthens bones and muscles, both of which give shape to the body. Physical activity promotes healthy bone growth which is important to support our weight as well as enabling basic motor skills like carrying objects. Exercise strengthens the heart, making it a more effective pump in supplying the body with oxygen and nutrients. The heart muscle needs to remain strong so that it can pump blood every day for our entire lives. Exercise increases the heart's ability to contract forcefully, allowing it to pump more blood into our circulatory system with each beat.

Activity also improves our breathing and the ability of the lungs to take in oxygen. The harder we work, the more oxygen we need to deliver via the blood to the working muscle. This is why we breathe more rapidly during exercise sessions.

Body composition is an important health-related component. This relates to composition of our body in terms of muscle and fat. Unused energy is stored in the body as fat. We need to balance our intake (food) with our output (metabolism and exercise) to control our weight. It is better to monitor weight and maintain a healthy weight range than to let our weight fluctuate. Activity has the advantage of increasing our metabolism and keeping it elevated for hours after we have finished, so that we continue to burn more fuel even as we recover.

Finally, exercise strengthens muscles, making them respond quickly and forcefully. This helps us to run faster, be active for longer and control our bodies with greater precision in activities such as dance, gymnastics and games.

The following activities include a series of tests designed to measure the levels of some of your health-related components of fitness. It is very important that the tests are carried out as instructed for accurate results. Remember, these results are a reference point only. They are not meant to grade your fitness ability; rather, they are used to highlight areas in which you can improve.

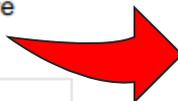
Once you know which areas you need to improve you can choose appropriate activities to help improve your weaknesses while maintaining your strengths.

**eBook plus**

eLesson

Measuring fitness

Searchlight ID: eles-0764



Impact of health-related fitness components on essential body functions		
Health-related component	Body function	Impact/effect
Regular exercise	Healthy bone and muscle growth	<ul style="list-style-type: none"> <li>• Supports weight</li> <li>• Enables motor skills like carrying</li> </ul>

# CHUNKING AND GUIDED QUESTIONS

Choose one biome to research on the internet. This is a two day project.

- Tropical Rain Forest
- Savanna
- Taiga
- Tundra
- Desert
- Temperate Grassland
- Temperate deciduous forest
- Temperate evergreen forest



## Tropical Rainforest

### Locations



### Abiotic Factors

CLIMATE	Temperature	
	Precipitation	
	Seasons	
OTHER	(Soil Type, Natural Disasters, Rocks)	

## Biomes

	Tundra	Taiga	Forests	Grasslands	Deserts
Where on the planet can it be found?					
What is the temperature like?					
What living things are found there?					
What other interesting thing did you find out about the biome?					

ENVIRONMENT

ENVIRONMENT



# READING – PROBLEM SOLVING

“Mathematical puzzles have fascinated people throughout the ages.

These were often expressed in verse or as riddles like this:

God granted him to be a boy for the sixth part of his life, and adding a twelfth part to this, He clothed his cheeks with down;

He lit him the light of wedlock after a seventh part, and five years after his marriage he granted him a son.

Alas! Late-born wretched child; after attaining the measure of half of his father’s full life, chill Fate took him.

After consoling his grief by this science of numbers for four years he ended his life.

How long did Diophantus live?

[Diophantus, a Greek mathematician]”

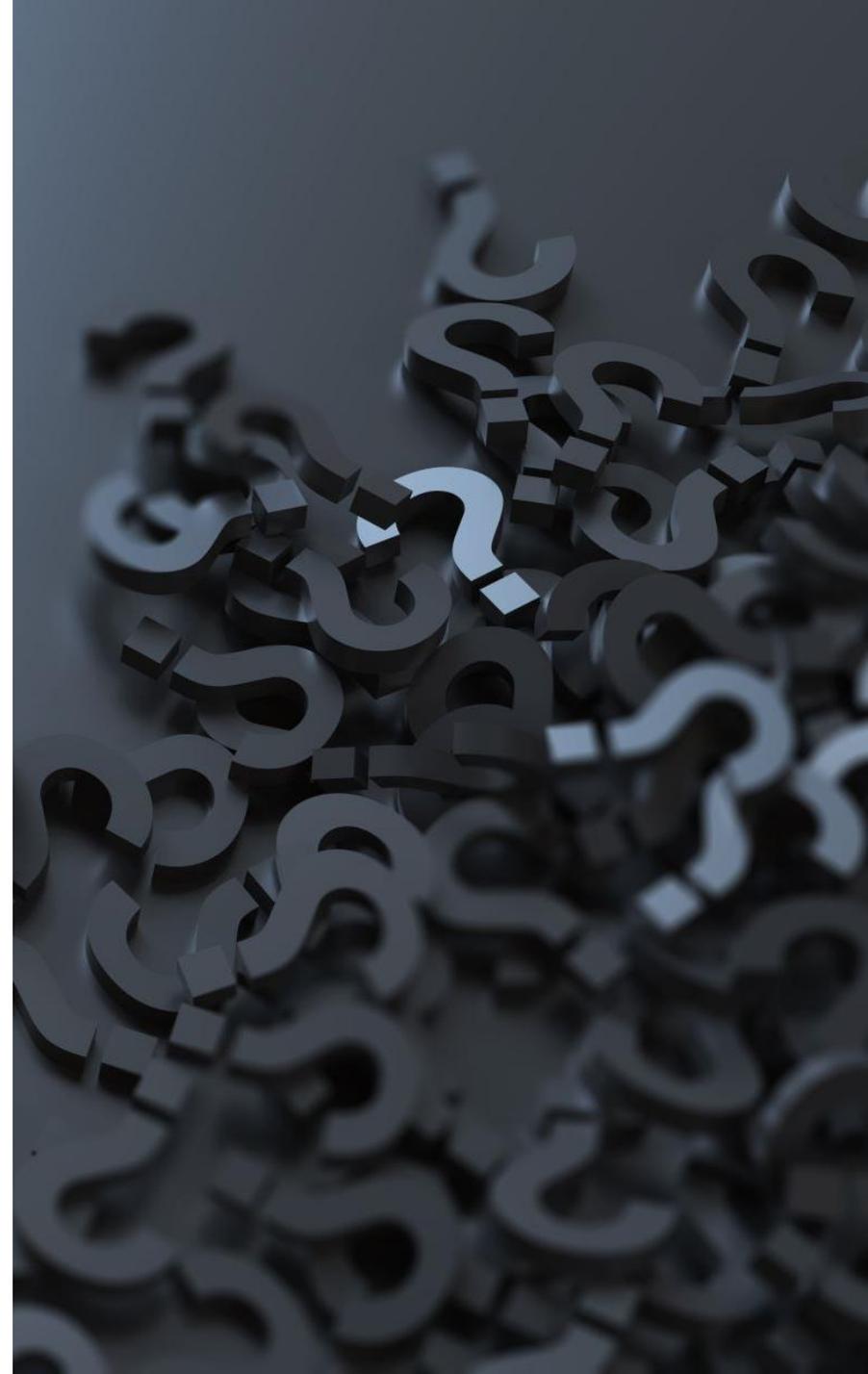
<https://nzmaths.co.nz/resource/diophantus-ii>



# STRATEGIES TO ASSIST

If you are responsible for writing or have input into writing Maths problems – carefully consider concepts, vocabulary and syntax of the word problem

- Does that particular example need to be used? (eg cricket)
- Is the problem clearly expressed? (straight to the point, clear use of linkers and sentences that are not overly long)
- Consider the cultural aspects – universality of concepts, previous exposure to concepts (eg using a deck of cards in class)



# STRATEGIES TO ASSIST

If questions are set → develop other strategies to **ATTACK** the question

- Unpacking the question
- Ignoring unimportant information
- Using context clues

# EXAMPLES

Can these questions be answered without knowing all the details?

- Ask students to underline or **highlight** important information.
- Ask students to answer (orally or in writing) what is the question asking you to do

Do this together with students – **‘think aloud’** – prior to students doing it independently

• In **Twenty20 Cricket** last Sunday, James Pattinson scored **137 runs off 64 balls**. Cameron White holds the record. He scored **143 runs off 63 balls**. Find the **difference in average runs per delivery**.

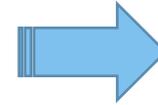
• Australian beat Scotland in rugby last week with a score of **23** against Scotland's **22**. If a try is worth **5 points** and Australian scored **two tries**, how many **points** did the **Aussies** get from conversions and penalties?

• In Sydney, a charity called “Abseil for Youth” asks young people to abseil down the side of a **33 storey, 135 metre tall** building. If **\$10** is donated for each storey climbed down, how much would that be per metre?

# CONTEXT CLUES



- Context clues are bits of information from the text that, when combined with prior knowledge, allow the reader to decide the meaning of unknown words in the text



- Teach students **EXPLICIT** strategies to work with context clues
- Use ‘think-aloud’ process

# TYPES OF CONTEXT CLUES

- Re-read
  - Read on
  - Direct definition context clues
  - List of words
  - Base or root words
  - Cause and Effect
  - Synonym context clues/Antonym context clues
  - Comparisons and contrasts
-

## EXAMPLE

- *In Sydney, a charity called “Abseil for Youth” asks young people to abseil down the side of a 33 storey, 135 metre tall building. If \$10 is donated for each storey climbed down, how much would that be per metre?*

### **Think aloud:**

“I need to look before, at, and after the unfamiliar word **abseil**. The problem uses words like ‘down the side’, ‘tall’ ‘climbed down’ Then I need to predict what the word might mean by substituting other words that could make sense in the sentence, like climbing.

# DIRECT DEFINITION

After a time, glaciers, or slowly moving rivers of ice, formed over many parts of the Earth.

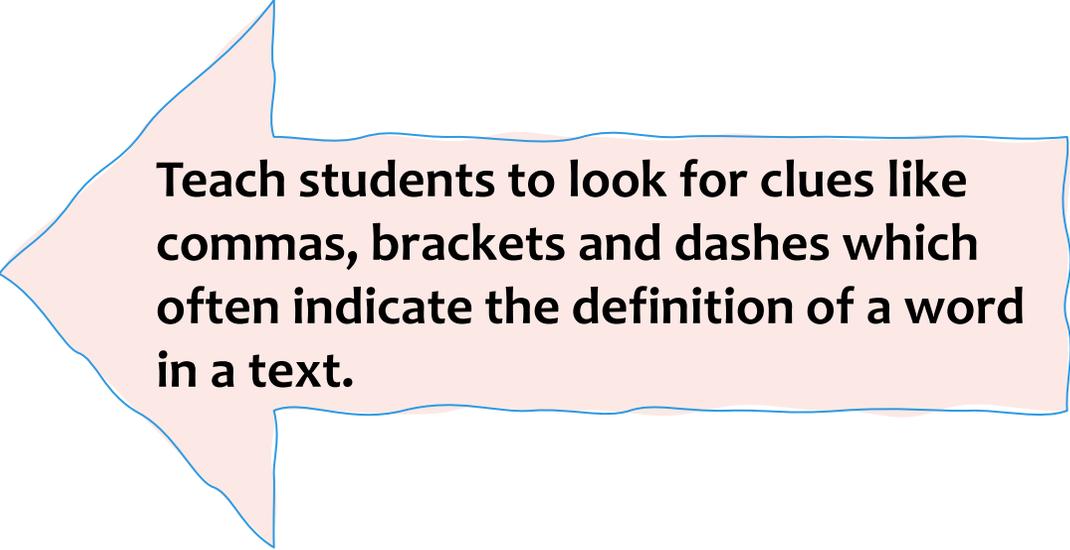
*In this sentence the phrase “slowly moving rivers of ice” tell us what glaciers are.*

## 1.4 Markets and the economy

### A simple economy

As we learned earlier, an economy is an area in which economic 'agents' (people who are part of the economy) produce, purchase and consume goods and services. In the simplest economy, there are two groups of participants or sectors:

- **households**, which provide resources needed for production of goods and services, and then buy the goods and services produced by businesses
- **businesses**, which buy the resources from the households and turn them into goods and services via the production process.



Teach students to look for clues like commas, brackets and dashes which often indicate the definition of a word in a text.

# LIST OF WORDS

- *My mum always forces us to eat carrots, potatoes and brussel sprouts at dinner time.*

Most people will know that carrots and potatoes are vegetables. This tells us that brussel sprouts are probably also a vegetable.

- *Australian beat Scotland in rugby last week with a score of 23 against Scotland's 22. If a try is worth 5 points and Australian scored two tries, how many points did the Aussies get from conversions and penalties?*

Listing tries, conversions and penalties as all contributing points , students may be able to work out the these are just other moves which help a team to score points.

# CONTROVERSIAL TOPIC - TRANSLATION



My students use a dictionary in the classroom

I encourage them to translate everything

This may be tempting **BUT** does it really help students?

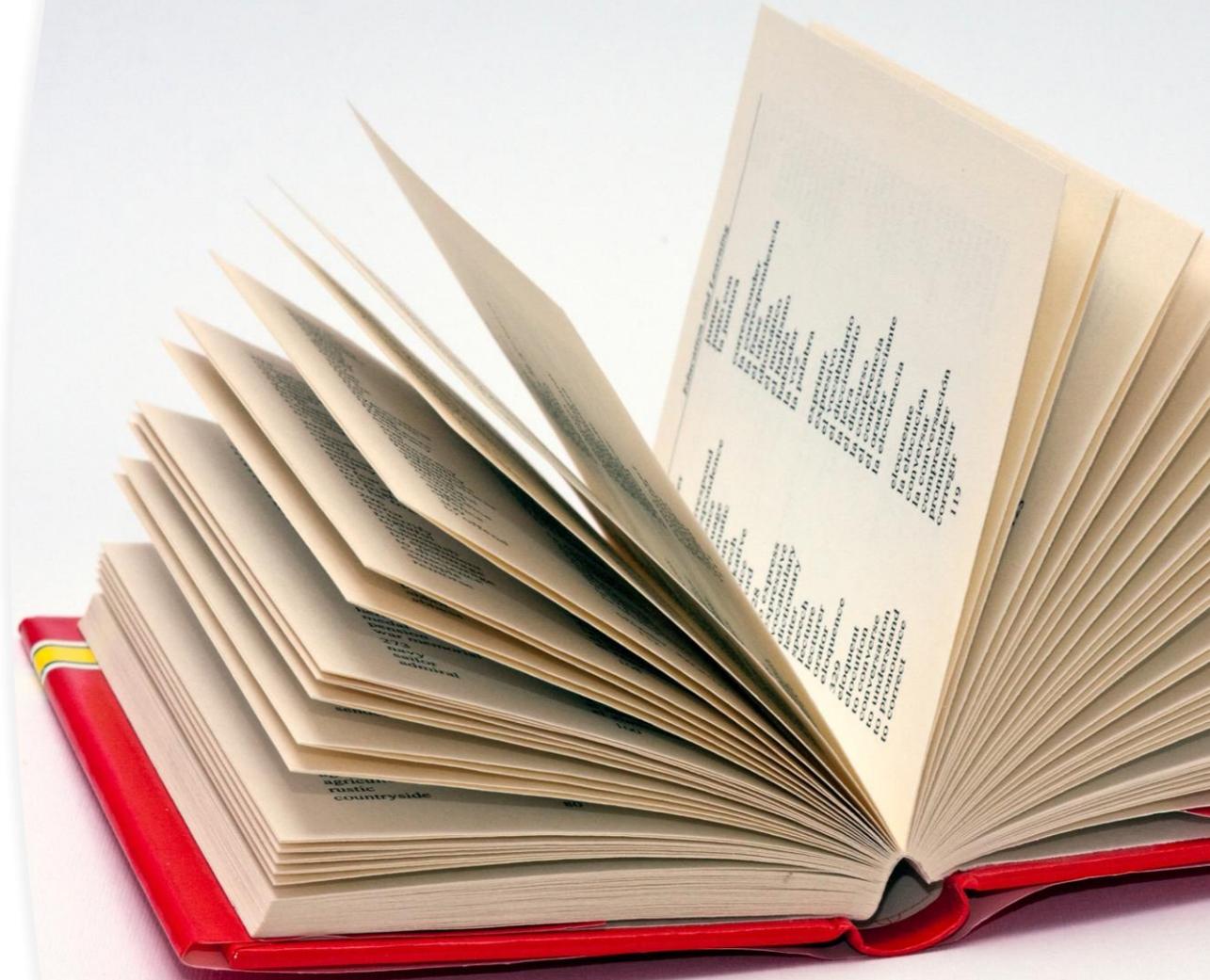
Translation ...

- Becomes a 'crutch'
- Stops students learning to communicate in L2
- Makes them fall behind
- One-to-one translation ignores idiomatic expressions/whole meaning
- May not be understood in L1

# TRANSLANGUAGING

Don't ignore L1 but consider **HOW** to best use it in the classroom

- Reinforce using dictionaries for key words rather than word by word
- Provide opportunities (eg group work, individual work) to use dictionary for **key** terms
- Use captions/subtitles in videos
- Allow students from similar language background to explain during group work/individual work
- Part of daily revision at home

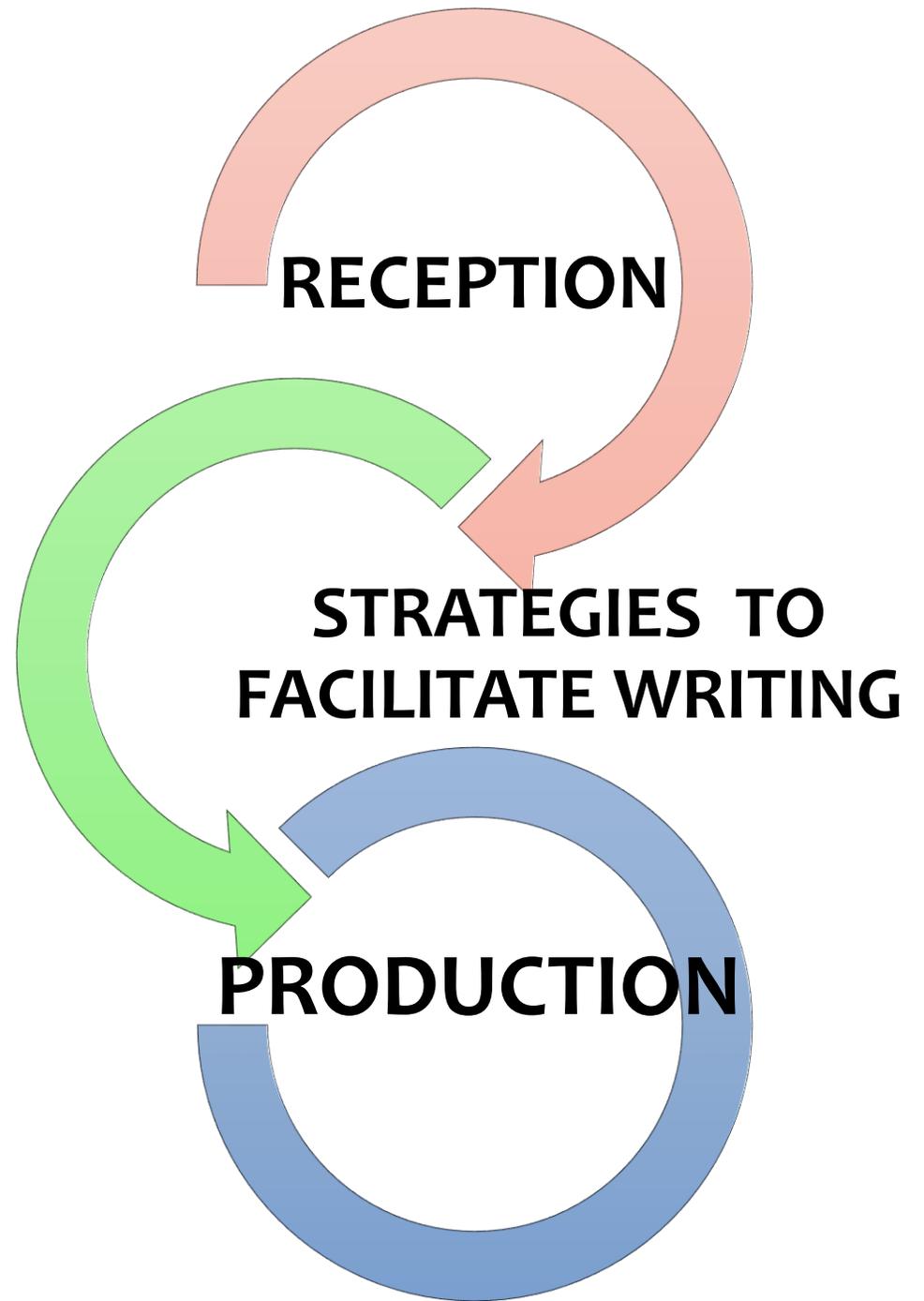
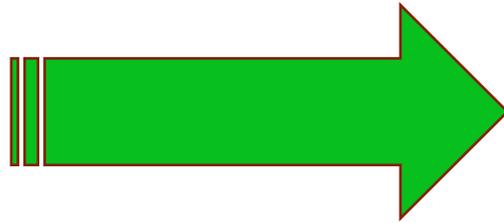
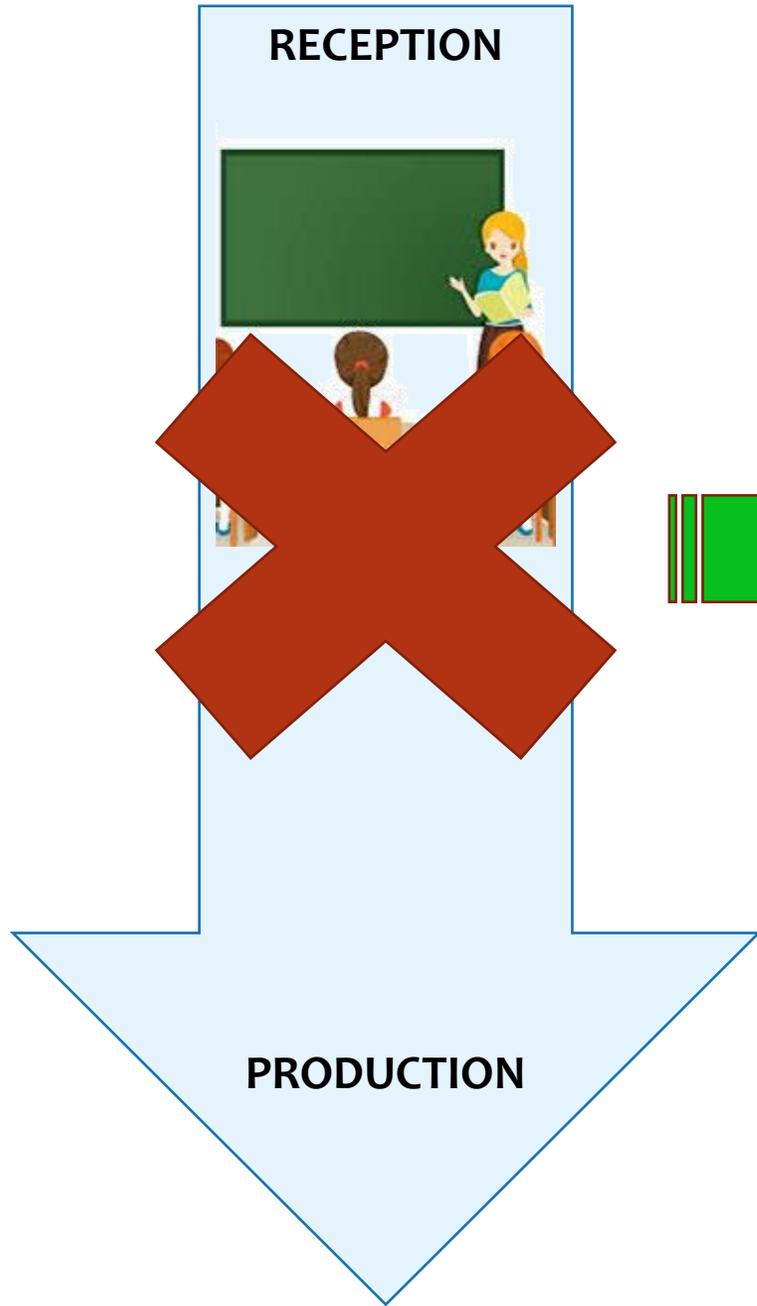


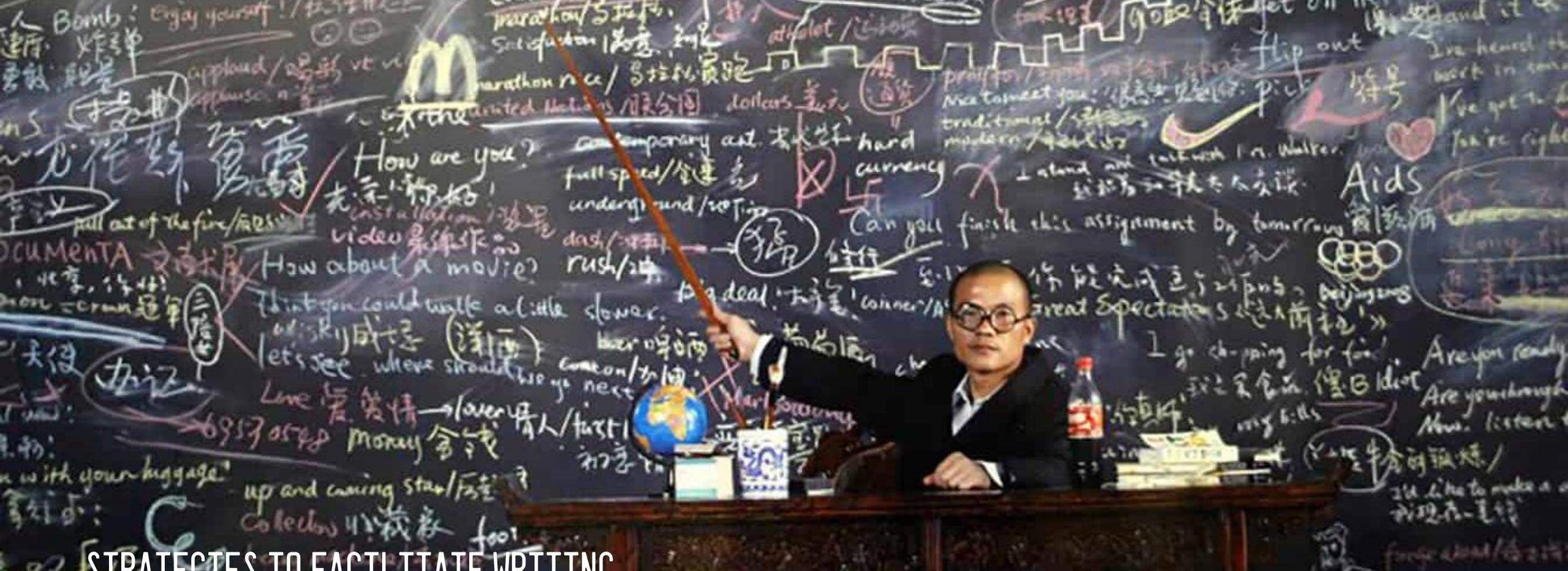


# WRITING

A few tips ...

- Expect errors – it's part of the writing process
- Focus on meaning rather than accuracy in the first instance
- Provide lots of opportunities to engage in writing – short or extended





## STRATEGIES TO FACILITATE WRITING

### CREATE OPPORTUNITIES TO EMBED WRITING

- Use scaffolding to practise
- Impromptu writing

# SCAFFOLDING

## Sentence level (oral and written)

- Sentence frames (walls, cards, support mats, whiteboard)
- Sentence starters

## Extended text level

- Graphic organisers
- Writing frames/outlines/generic structure
- Dictogloss
- Sentence starters

# SENTENCE FRAMES

= A sentence pattern with the beginning of an idea and a transition to another related idea (develops skill of elaborating)

- Helps guide thinking
- Practise use of subject-specific language (shift from social language to subject specific)
- Practice accurate sentence construction

Claim  $\implies$  Evidence  $\implies$  Reasoning

<u>Question/Phenomenon:</u> _____	
<u>Claim:</u> directly answers the question <ul style="list-style-type: none"><li>• _____ happened when _____</li><li>• I observed _____ when _____</li><li>• I compared _____ and _____</li><li>• I noticed _____, when _____</li><li>• The effect of _____ on _____ is _____</li></ul>	
<u>Evidence:</u> The scientific data that support the claim: includes observations, measurements, results from investigations, examples, data table information, etc. <ul style="list-style-type: none"><li>• In the data _____</li><li>• The evidence I use to support _____ is _____</li><li>• I believe _____ because _____</li><li>• I know that _____ is _____ because _____</li><li>• Based on _____, I think _____</li><li>• Based upon _____, my hypothesis is _____</li></ul>	<u>Reasoning:</u> Explains why the evidence supports the claim, providing a logical connection between the evidence and claim. Why is it valid? Include scientific principle and background/prior knowledge. <ul style="list-style-type: none"><li>• The reason I believe _____ is _____</li><li>• All of this proves that _____ because _____</li><li>• Based on the evidence, we can conclude _____ because _____</li><li>• From this evidence, the conclusion we can make is _____ because _____</li><li>• These facts work together to build a case that _____ because _____</li></ul>

<https://studylib.net/doc/25224890/claimerevidencereasoningstudentreferencesheetngss>



Now, how would you write a paragraph to answer the following question?

How did people's lives change during the Industrial Revolution (IR)?

What changes occurred at home?

What was home life like before the IR?

What was home life like during the IR?

What changes occurred at work?

What was work life like before the IR?

What was work life like during the IR?

# MULTI-SKILL ACTIVITIES - *DICTOGLOSS*

## Process

- Teacher reads a short text related to content
- Students write down key words or phrases with spaces to indicate missing text
- In pairs or groups, students collectively attempt to reconstruct the text
- Compare student text to original

## Benefits

- Challenging for all students
- Reinforces key concepts and vocabulary
- Allows students to move from receptive to productive mode
- By working collectively, students learn from peers

# IMPROMPTU WRITING

- Look for opportunities to include a writing activity as part of learning experiences
  - Does not need a lot of preparation
  - Quick way to check for understanding
  - Move students from receptive to productive mode
  - Can be used as a diagnostic tool
  - Prepares students for exam situations



**benefits**

# EXAMPLES

- Following a teaching sequence, video, teacher explanation ...

“ok, now I am giving you 5 (or 10, or ?) minutes.

- Write a quick paragraph explaining the differences between sedimentary and metamorphic rocks.”
- Write a short paragraph explaining how the poet has shown sadness in the poem.”

etc ...

- Following a group activity or graphic organiser ...

“ok, now I am giving you 5 (or 10, or ?) minutes.

- Write a summary of what your group discussed about whether Lady Macbeth was guilty or not.
- Write a paragraph using the information from your Venn Diagram/retrieval chart/flowchart to describe the .../explain the ...”



# Importance of models and deconstruction

Every subject has subject-specific ways of writing:

“Within curriculum, each content area has its own language or communicative functions (Schleppegrell, 2004) and each of these functions is related to a set of grammatical rules and organizational patterns (Gottlieb, 2013, p. 49).” (Huynh, 2017)

- Cannot expect students to know how to write subject-specific text types without explicit teaching
- Consider whether a particular text type is necessary .... Do you really need a student to write a feature article to demonstrate their understanding of astrophysics?






## A year later, what has changed?

December 14, 2013

There were two primary reactions to **the Newtown shootings of a year ago**.

The first was **universal sorrow** for the **20 first-graders killed in a blaze of gunfire, the six adults who died defending them** and the families that were **emotionally wounded** in a way that will never quite heal.

The second reaction was a **mad rush** to buy guns. In Wake County, for instance, the first month after the **Dec. 14** massacre saw handgun permit requests soar to **7,320, compared with 2,587 the previous January**.

As a nation, we come to this first anniversary of Newtown with renewed **sorrow and deepening resignation**. Nothing, not 20 murdered **first-graders**, not an **outraged** president, not a majority of the U.S. Senate, can shake the dominance of a minority **obsessed** with having wide and easy access to guns.

People expected that tougher gun laws would be inevitable after such a tragedy. But that fear underestimated the strength of the gun lobby. Despite polls showing an overwhelming majority of voters supported a U.S. Senate bill to expand background checks for gun purchases, a minority of senators managed to block the legislation. In many states, easier gun laws have been adopted instead. Congress has failed in tightening gun control.

The reality about guns is that the Constitution – whether intentionally or not – does confer a right to bear arms. And most Americans **favour** the right to own a gun over a ban on gun ownership.

Gottlieb, M. (2013). *Essential Actions: A Handbook for Implementing WIDA's Framework for English Language Development Standards*. Madison: Board of Regents of the U of Wisconsin System.  
 Schleppegrell, M. J. (2004). *e language of schooling: A functional linguistics perspective*. Mahwah, NJ: Lawrence Erlbaum.

Topic sentence: Identify one of the filmic techniques Explain/define the technique	One technique <u>used</u> by Moore to construct his point of view <u>is</u> the use of confrontation. <u>This</u> refers to Moore's strategy of talking to people who are not prepared to be interviewed and who find themselves caught unaware. <u>One</u> example <u>is</u> when Moore decides to talk to Dick Clarke, <u>the owner of the grill where Tamarla Owens worked</u> . Moore <u>is filmed</u> talking to Dick	Reduced relative clauses – which is used by Present tense use of referencing words
Example: Provide an example from the film.		Introducing phrases – <i>this is shown/demonstrated/exemplified; one instance is</i>
Elaboration: Explain how he		Reduced relative clause – giving extra information Passive

**LAB REPORT****Materials and Methods**

*Phaseolus* variety long bush bean, *Zea mays* (corn) and *Pisum sativum* (pea) seeds were soaked overnight in tap water. Fifteen randomly chosen seeds of each species were planted 1 cm beneath the surface in three separate trays containing 10 cm of potting soil. Another set of trays, which was to be the control group, was prepared in the same fashion. All

Write M&M in past tense.

Provide sufficient detail to allow the reader to repeat the experiment.

**AIM OF THE EXPERIMENT**

What are you trying to do? E.g. "To investigate the relationship between ... and ...."

**INTRODUCTION**a. **Research Question**

"How does ... affect ... ?" or "What is the relationship between ... and ...?"

b. **Background**

The topic that this experiment addresses is.... The experiment is interesting/useful to the world because..."

c. **Hypothesis**

"If... then... because....."

d. **Variables**

Table 1: Independent, dependent and controlled variables in the experiment and how they are manipulated

Variable	Details	How it will be manipulated
independent (what you are changing)	name the variable	How will you change this variable?
dependent (what you are measuring)	name the variable	How will you measure this variable?
controlled (what you need to keep the same)	list the variables 1. 2. 3. 4. 5.	How will you keep these variables constant?

# LANGUAGE FOCUS

## STRUCTURE OF THE EDITORIAL

**a.** An editorial is always about something in the news. The editor must tell us which news item has prompted him/her to write. So in the editorial there must be a summary of the news item.

- o Look at the editorial on the previous page. Identify the summary.

**b.** An editorial expresses an opinion; it has a strong position.

- o Look at the editorial again. The author has created a strong position.
- o What is his opinion?

\_\_\_\_\_

**c.** The author constructs his position through the use of 'coloured' or emotional language e.g. "the most disturbed individuals from the deadliest weapons"  
Find five examples of emotive language in the text:

- o \_\_\_\_\_

**d.** The editor also has things that he /she wants to say about the news story. So the editor may also give us:

- o WARNING – (find an example from the text)

\_\_\_\_\_

- o ADVICE, IDEAS, OPINIONS - (find an example from the text)

\_\_\_\_\_

- o CONSEQUENCES - (find an example from the text)

\_\_\_\_\_

This is<sup>1</sup> an advertisement for McDonald's. It is advertising a McDonald's Happy Meal. The target audience is children. It shows<sup>2</sup> a picture<sup>3</sup> of a boy who is wearing a McDonald's toy watch. The advertisement uses many techniques. One technique is colour. It uses bright colours like<sup>4</sup> yellow, green, blue and red to appeal to children<sup>5</sup>. It also<sup>6</sup> uses an interesting picture because the boy has a green and white painted face. The watch is very large so that<sup>7</sup> people can see it more clearly. There is also a cartoon happy meal in the corner of the advertisement. It uses grab words like 'free' to attract customers. The slogan is "I'm lovin' it". In my opinion<sup>8</sup>, this is a very good advertisement because<sup>9</sup> it will appeal to children.

1. What tense is used? \_\_\_\_\_
2. What is another word for 'shows'? \_\_\_\_\_
3. What is another word for 'picture'? \_\_\_\_\_
4. What is another way of saying 'like'? \_\_\_\_\_
5. This is an example of a justification or reason. What are other words we can use instead of 'to'?  
\_\_\_\_\_

# EXPLAIN AND SHOW, RATHER THAN TELL.

## Don't just ...

-The Topic Sentence gives the main idea of the paragraph

## Do ...

- The topic sentence =  
*topic + controlling idea/focus*

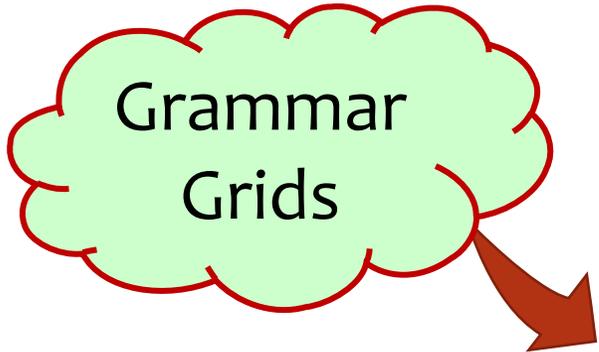
The topic sentence has 2 parts:

### **Topic + controlling idea**

The topic is the subject of the paragraph and the controlling idea tells what the paragraph will tell about the topic.

# WORKING TOWARDS ACCURACY

- Focus on communication rather than grammatical accuracy
- Embed language activities as part of learning experiences
- **Contextualise** – stand-alone activities are ineffective (students don't transfer skills effectively)



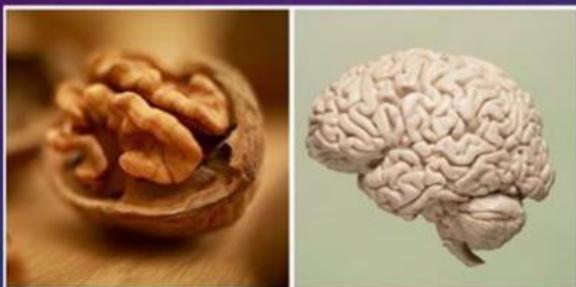
Subject	Verb	Object
Farmers	produced	more meat and wool.
Many people	moved	to the cities for work.
Soil on farms	improved	due to crop rotation.

Participant	Process	Circumstance/Participant
Farmers	produced	more meat and wool.
Many people	moved	to the cities for work.
Soil on farms	improved	due to crop rotation.

CARROTS HELP TO DECREASE MACULAR DEGENERATION.



WALNUTS FATTY OMEGA-3 HELP THE BRAIN FUNCTION.



Use the box below to list linking words of explanation (cohesive ties). Some have been done for you.

In fact... so.... However.... the reason is because...  
 As a result of this... In this image.... This means.....  
 In this way...



Use the linking words above (and information from your Simpson's worksheet) to complete the sentences below.

,	... if the viewer looks closer, the image uses situational irony to show that everything is not as perfect as it seems.
,	... the situation is a very dangerous one.
,	... in the background there are two nuclear towers, and the stream flows directly from them.
,	... the water and the air are both contaminated by radioactivity and can make the Simpson family very sick.
,	... the satirical technique of situational irony uses humour to criticise the use of nuclear energy in our society.

Write six complex sentences of your own about the Simpson's family situational irony image.

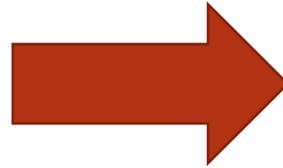
- \_\_\_\_\_
- \_\_\_\_\_

# NOMINAL GROUP

pre-modification (general → specific)				key noun	post-modification
Pointer	Numerative	Describer/s	Classifier/s	Thing	Qualifiers
<i>Which one are you pointing to?</i>	<i>How many or how much?</i>	<i>What's it like?</i>	<i>What kind is it?</i>	<i>What are we talking about?</i>	<i>Which one in particular?</i>
The	nine	big, red	automatic	cars	parked outside
The	four	smaller	terrestrial	planets	closest to the sun

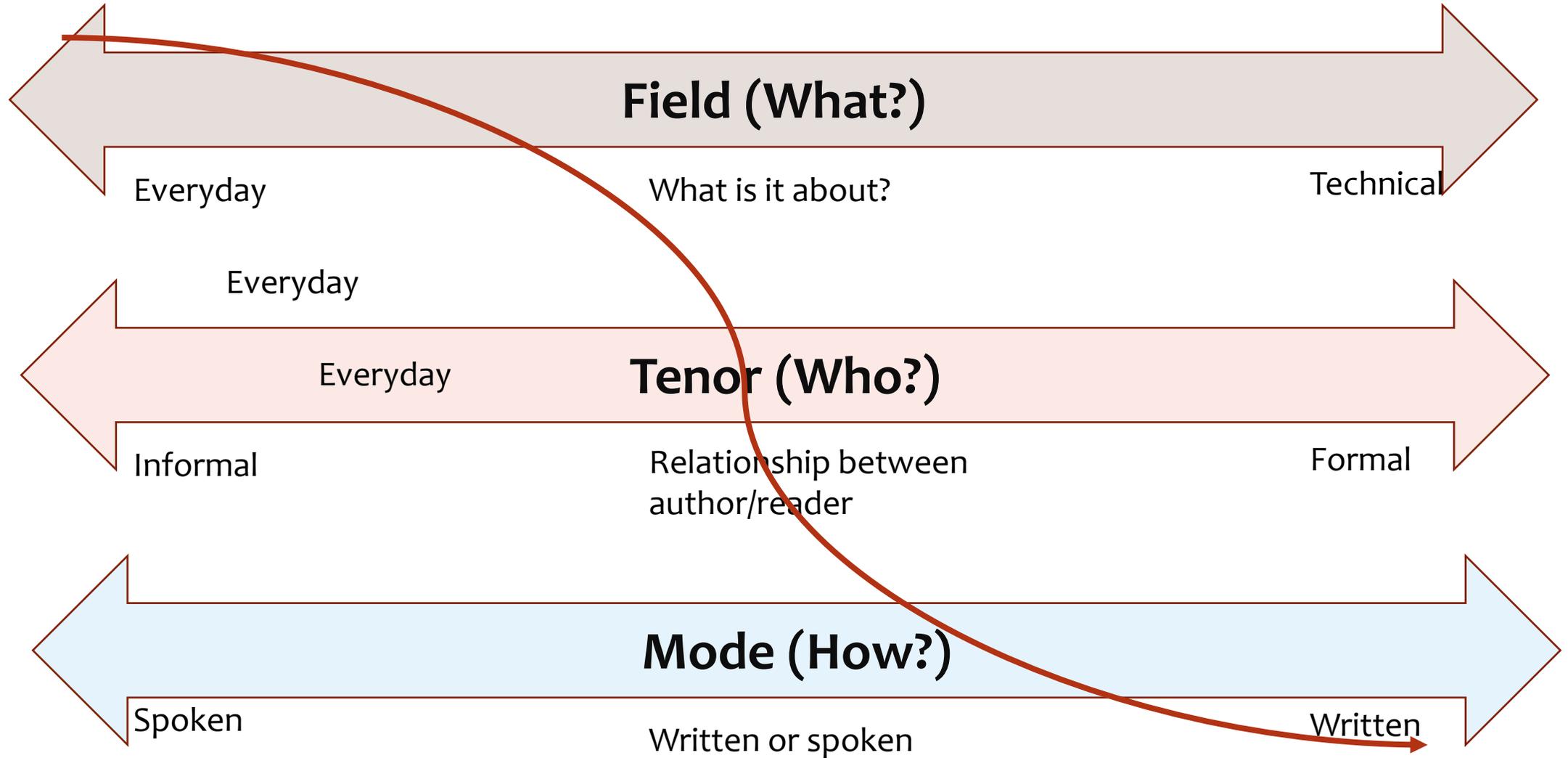
# *REGISTER APPROPRIATENESS*

- Academic success contingent on appropriate register
- Links to vocabulary and grammar

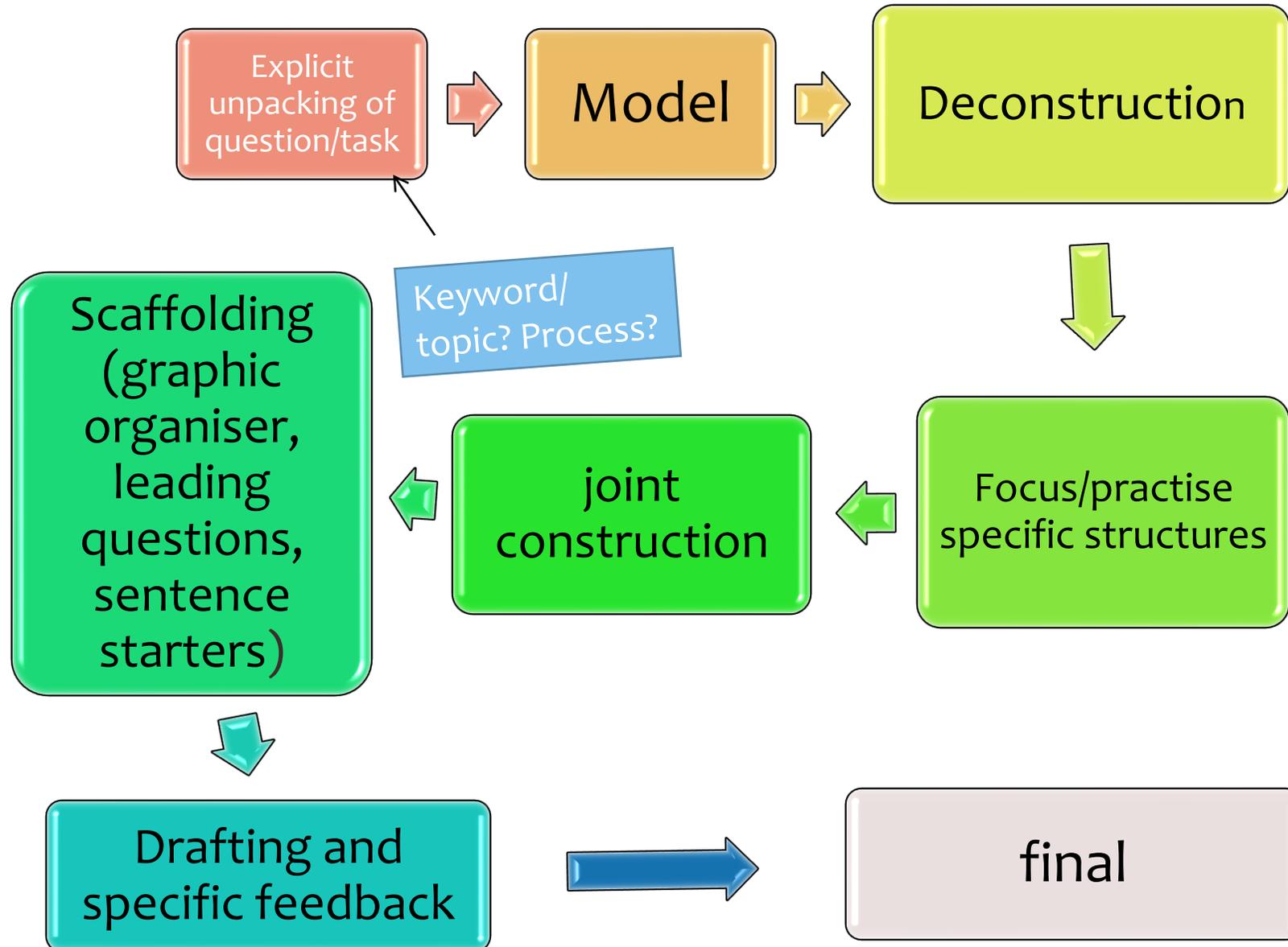


- Explicitly taught
- Labelled
- Repeatedly referred to
- Practised
- Use humour – develop understanding through creating connections and engagement

# REGISTER CONTINUUM



# WRITING



# AT FEEDBACK STAGE

- ‘find a better word’
- ‘Fix this’
- teach the structure/vocabulary

**Comment [MG6]:** Great topic sentence. Re-read, can you find the grammar errors.

having sex and (being destructed). Through its dia manipulates the negative stereotype of ; popular media belief, my friends and I never

**Comment [NG3]:** Either ‘being destroyed’ OR ‘being self-destructive’ – I think that being self-destructive sums up teen behaviour better

percent of Aboriginal people (are still experiencing) racism every day. They (are also still suffering) an extremely high death rate compared to mainstream Australian society. Although anti-racism is advocated in society nowadays, Aborigines (are always being) raciall<sup>y</sup> discriminated against. Their job prospects are rejected by white Australia simply because they are Indigenous people. Everyone is reluctant to get close to them because they are Indigenous people. They don't acquire the assistance they deserve because they are indigenous people. How pathetic and ridiculous that the Aborigines

**Comment [NG5]:** Use present simple rather than present continuous – it will make it more powerful

**Comment [NG6]:** Same here

**Comment [NG7]:** And here

# Correction Code:

Use a correction code to help students develop the skill of self-editing their writing:

Why would u kill <sup>art</sup> person who was most loyal to you? Why would you betrayed me and kill me.

Task: You are now the teacher. Use a red pen and correct the following student sample (as a teacher would) and give it a mark using the criteria beneath it!

## Peer-Assessment on Extended Paragraph for Situational Irony Image

Sample: **1**

The image on the sign in front of a maintenance repair shop is an example of satire. When make fun of situation, people and they are funny because institutions ~~funer~~. One technique used in this text to construct satire is that of situational irony. when situation turn different to what you expect. In this image one example of situational irony occurs when the situations turn out different to what you expect. it because you see the sine and the singe say they can fix anything but the bells is broken. Irony is further reinforced when the people don't want to bring ~~there~~ things to get fix there. that is why it they will not bring there things to get fix. because situation irony. Therefore/In summary/Consequently, this text is an example of situational irony because situation turn out different to what you expect.

CRITERIA	A	B	C	D	E
<b>Content in the paragraph</b>					
• Explained why and how the image is situational irony					
• Has given <u>two</u> examples and explained them in detail					
<b>Language Features:</b>					
• Paragraph Structure: <i>topic sentence, 2 points, 2 elaborations with evidence from the image, clincher sentence</i>					
• Sentence structure – a mixture of complex/compound sentences					
• Written expression (communication of ideas)					
• Higher-level vocabulary					
• Punctuation of sentences and spelling					
• Correct use of present tense verbs (and past, if applicable)					
• Linking words (Therefore, thus, for example, also, so, as, etc)					
• A <u>diverse</u> range of language, vocabulary and punctuation					
<b>Final Result</b>					

TASK: Rewrite the paragraph in the space below so that it makes sense!

---

---

---

---

---

---

---

---

---

---

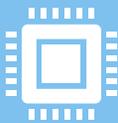
# *HOW TO USE THESE STRATEGIES*



Not stand-alone strategies



Look for opportunities within teaching sequence



Embedded and contextualised

# STRATEGIES OVERVIEW - *in* *a nutshell*

- Plan – backward map so there are no surprises
- Identify the language demands of the curriculum
- Use preparation phase to develop language and concepts
- Move beyond verbal to full range of modes
- Make the abstract curriculum more concrete
- Move towards an interactive and collaborative classroom
- Provide models
- Provide opportunities for exploratory talk
- Provide timely, formative feedback
- Reflect

# WHERE TO FROM HERE?

I will ...

