Differentiating existing learning sequences for English as an Additional Language students

English, Writing mode, Level 2, for EAL learners at Level A2

Existing learning sequences linked to particular learning areas in the Victorian Curriculum F–10 can be adapted to support differentiated teaching for English as an Additional Language (EAL) students. Teachers can adapt, remove or add to elements of their learning sequences in order to cater for all students in their classrooms.

1. Identify an existing learning sequence

**Existing learning sequence:** *Edward the Emu* and *Feathers for Phoebe* – creating text with supporting images

**Curriculum area and levels:** English, Writing mode, Level 2

**Note**: This learning sequence is designed to be used in conjunction with the accompanying Reading and Viewing Level 2 sequence. The Reading and Viewing sequence should be completed before the Writing sequence. After reading the stories *Edward the Emu* by Sheena Knowles and *Feathers for Phoebe* by Rod Clement, students write and illustrate their responses to each of the texts and compare their opinions with others.

2. Identify the level of language learning of your students

The EAL curriculum is a continuum structured as three EAL pathways (A, B, C). Each pathway describes a different stage of English-language learning (early, mid and late), and each pathway is divided into different levels of language learning (A1, A2, BL, B1, B2, B3, CL, C1, C2, C3, C4).

While the implementation of the EAL curriculum is the responsibility of all teachers, the EAL specialist plays a leading role in its delivery, as the expert in the field. Your EAL specialist will determine the most appropriate pathway for each EAL learner in your classroom and advise you of their current level of learning.

**The differentiation suggestions provided in this document are for students working at Level A2 of the EAL curriculum.**

EAL learners at Level A2 will typically be able to:

* comprehend the main elements of stories shared as a whole class
* construct simple recounts using familiar words
* complete sentences with familiar words and phrases (orally and/or in written form)
* develop their own sentences using words or phrases provided.

3. Adapt the learning sequence to differentiate for EAL students

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| Existing learning sequence | Differentiated teaching for EAL learners at Level A2 |
| **Overview** | Overview |
| **Learning intentions:**   * Students will recall the plot, characters and settings of two selected stories * Students will draw a favourite character from the stories * Students will write an explanation of their reasons for favouring a chosen character | **Learning intentions:**   * Students will recall some elements of stories read in class * Students will draw a favourite character from the stories * Students will recount characteristics or behaviour of their chosen character |
| **Relevant content descriptions in English: Writing mode, Level 2:**  Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose [(VCELY230)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY230)  Write words and sentences legibly using upper- and lower-case letters that are applied with growing fluency using an appropriate pen/pencil grip and body position [(VCELY232)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCELY232) | **Additional EAL Level A2 content descriptions:**  Illustrate texts purposefully [(VCEALC139](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC139))  Write short, simple texts independently [(VCEALC136)](https://victoriancurriculum.vcaa.vic.edu.au/Curriculum/ContentDescription/VCEALC136) |
| **Relevant achievement standard:**  Students create texts that show how images support the meaning of the text … They use some punctuation accurately, and can write words and sentences legibly using unjoined upper- and lower-case letters. | **Relevant achievement standard:**  At Level A2 students communicate ideas … through simple texts based on familiar spoken and written language. They write for a variety of personal and classroom purposes, using known and modelled structures and features. They write … recounts … based on their own and shared class experiences. |

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| Existing learning sequence | Differentiated teaching for EAL learners at Level A2 |
| Teaching and learning activities | Teaching and learning activities  Differentiated teaching is required to support EAL learners with the following learning activities. |
| **Activity 1: Recalling the texts**  ***Edward The Emu* by Sheena Knowles (illustrated by Rod Clement)**  ***Feathers for Phoebe* by Rod Clement**  After reading each of the stories, ask students to recall the main characters, settings and events from the two shared books and record them on a class chart. A sample chart is provided in [Appendix 2](#App2). | **Activity 1: Recalling the texts**  ***Edward The Emu* by Sheena Knowles (illustrated by Rod Clement)**  ***Feathers for Phoebe* by Rod Clement**  Create a class chart (see [Appendix 2](#App2)) on the board to record characters, settings and events students recall from the two texts. Before asking students to contribute ideas to the class chart, ask them to talk to a partner about events, characters and settings. Suggest sentence structures to scaffold their discussion. For example:  One of the characters is a …  On one page, Edward …  Phoebe dresses up with …  Edward lives in a \_\_\_\_\_\_ but Phoebe lives …  Do you remember when …?  After completing the class chart, model how students can use vocabulary from the chart to construct sentences about their favourite parts of the story. Illustrate this by indicating and emphasising the words you are using from columns of the chart, as you model describing a favourite character.  For example:  Teacher: My favourite **character** is **Phoebe** because she is **tries** new things and **learns** from her mistakes. (Point to the words ‘character’, ‘Phoebe’, ‘tries’ and ‘learns’ in the table.)  See [Appendix 1 – Vocabulary reference table](#App1) for a helpful vocabulary table that you can refer to and add to throughout the learning activities. You may need to pre-teach some of this vocabulary to students. |
| **Activity 2: Character drawings**  Have each student draw one favourite character from the texts. Then, ask them to write a sentence to accompany their image, explaining why this is their favourite character. | **Activity 2: Character drawings**  Provide EAL students with sentence templates they can glue directly into their books. For example:  My favourite character is \_\_\_(1)\_\_\_\_ because he/she/they is/are \_\_\_\_\_\_(2)\_\_\_\_\_\_\_.  I like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Give EAL students a categorised vocabulary or phrase list (see the sample in [Appendix 3](#App3)) they can use to support their writing.  Some students will label their illustrations with single words and will need to verbalise their opinions to their teacher, rather than completing the provided sentences. |
| **Activity 3: Character comparisons**  Have each student find someone with a drawing of a different character to their own.  Invite students to compare their opinions about the characters they selected.  Have each student return to their drawing and write a sentence about someone else they spoke with, and how their opinion was different. | **Activity 3: Character comparisons**  Scaffold interactions by modelling and writing sentences on the board. For example:  Which character is your favourite?  My favourite is \_\_\_\_\_\_\_\_\_\_\_. How about you?  Why do you like \_\_\_\_\_\_\_\_\_?  I like them too.  I like them because\_\_\_\_\_\_\_\_\_\_\_.  Have students chorus these sentences.  **Tip:** It is ideal for EAL students to practise sentences several times before they are released into pair tasks. If an EAL student has a trusted partner, they can also work as a pair and interact with other individual peers while staying in their pair.  Provide EAL students with sentence templates they can glue directly into their workbooks and complete by referring to a categorised vocabulary list (see sample in [Appendix 3](#App3)).  For example:  \_\_\_\_\_\_\_\_\_\_’s favourite character is \_\_\_(1)\_\_\_\_ because he/she/they is/are \_\_\_\_\_\_(2)\_\_\_\_\_\_\_ |

Additional resources

You can access the EAL curriculum on the [Victorian Curriculum F–10 website](https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/introduction/rationale-and-aims).

You can access a range of resources to assist with implementing the EAL curriculum on the [VCAA English as an Additional Language webpage](https://www.vcaa.vic.edu.au/curriculum/foundation-10/resources/english-as-an-additional-language/Pages/default.aspx), including profiles of EAL learners, sample progressions through the EAL pathways, a language and learning interview, FAQs, professional learning opportunities and links to external resources.

Appendices

Appendix 1 – Vocabulary reference table

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| **Content-specific vocabulary** | **Linguistic-specific vocabulary  (verbs of instruction)** | **Language for interaction** | **Language for clarification** |
| story  narrative  compare  same  different  character  events  setting  drawing  pictures  ideas  favourite | Say …  Tell …  Complete this sentence …  Listen and watch …  Pay attention to the words I use.  Work with a partner to … | Before you speak with a partner …  Now, I want you to …  Can you share your drawing?  Turn to your partner …  Try these sentences. | I’m not sure.  Can I show you?  Is this right?  Do I say \_\_\_\_\_\_\_\_\_\_\_\_? |

Appendix 2 – Sample class chart for recalling two stories

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|  | **Describe the characters** | **Describe the events** | **Describe the setting** | **What is the message?** |
| **Story 1** | For example:  Edward – brave |  |  |  |
| **Story 2** | Phoebe – tries, learns |  |  |  |

Appendix 3 – Categorised vocabulary list to support writing

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| **Vocabulary (1)** | **Vocabulary (2)** |
| Phoebe (she is)  Edward (he is)  Zelda (she is)  Edwina (she is)  The other bird (he is)  The snakes (they are)  The seals (they are)  The lions (they are) | funny  silly  brave  able to learn a lesson  friendly  kind  helpful  accepting |