

INITIAL ASSESSMENT MATERIALS FOR LEARNERS OF ENGLISH

ENGLISH LANGUAGE PROFICIENCY (ELEMENTARY)
2002



ESL/ELD Resource Group of Ontario

Assessment Materials: English Language Proficiency (Elementary)

A Project of the ESL/ELD Resource Group of Ontario

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	Passage	Flesch-Kincaid Reading Level (approximate)
Grades 1-3	• What do you see?	• undetermined
	• Pat and Muff	• undetermined
	• The Lion and the Mouse	• 0.3
	• The Little Red Hen	• 0.2
	• Night Eyes	• 3.6
Grades 4-6	• Vegetable Soup	• 2.3
	• Barry the Bat	• 4.2
	• Saul’s Question	• 6.2
Grades 7 and 8	• Mary Had Some Bubble Gum	• undetermined
	• They Forgot to Plant an Acorn on the Moon	• 5.0
	• The Great Ping-Pong Ball Experiment	• 7.7

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Section 1: How to Use the Assessment Materials

1. Overview

The purpose of the initial assessment is to obtain information about the student's educational background and to determine the level of proficiency in English in order to provide appropriate programming. Descriptors from the four stages of Language Acquisition (see Section 3) are used to make this determination.

Information is gathered informally over several weeks by observing the student as he/she participates in oral activities and reading and writing tasks in the classroom.

The tasks included in this package may be used to assist the classroom and/or ESL/ELD teacher in determining the student's stage of language proficiency. The descriptors aligned with each task are a combination of ESL and ELD as well as grades 1-3, grades 4-6, and grades 7 and 8 unless otherwise stated. Although the wording may change between ESL and ELD, the meanings are similar and therefore the same task may be used.

2. Getting Started

- Begin with introductions. Introduce yourself, including your role and a few other personal details: e.g., "My name is _____. I am a teacher. I was born in _____. I speak _____. I like _____." Ask the students to introduce themselves with similar or other details.
- Outline the different activities in which students will be involved. Emphasize that this is not a "test", that you will be assisting them with various tasks and that they should feel free to ask questions at any point.

3. Oral Interview

Conduct an oral language assessment interview with each student. The primary purpose of this interview is to assess the range of the student's conversation skills in English, but you will also gain more information about the student's academic background and interests. Use the questions as a guide for possible areas of discussion. Record student responses and check off descriptors that are demonstrated. A model for an interview questionnaire is included,

Make an initial determination of the stage of proficiency for listening and speaking. If all of the boxes are checked at stage 1, the student's proficiency is stage 2. If a mixture of boxes at various stages is checked, begin at the lowest stage and assess further.

4. Screening for Beginners – Assessment A

After the interview, it may become apparent that some students have little or no knowledge of oral English. These students will need to begin learning English. The following activities can reveal whether a student has any knowledge of the alphabet and basic vocabulary in English.

They will also give some indication of how quickly or effectively a student can learn new information, perceive and follow patterns, or use other strategies to extract meaning.

These tasks will provide an indication of the student's basic awareness of the structure of English. As the student says and writes the English alphabet, note pronunciation, letter formation, and accuracy.

The identification of colours and colour words provides an opportunity to observe the student's decoding skills. What strategies does the student use (e.g., guessing, phonics, elimination). The teacher may wish to assess additional basic vocabulary such as clothing, school items, and parts of the body in a similar manner.

Asking the student to write from memory as many English words as he/she can in approximately 10 minutes then read the list aloud provides additional information regarding the extent of the student's sight vocabulary, pronunciation, and knowledge of phonics and spelling.

Asking questions about a picture provides an insight into the student's receptive knowledge of English while developing the context for a simple reading passage. A variety of reading comprehension activities are available in increasing difficulty. Discontinue once the student experiences difficulty completing a task.

A writing sample in the first language can provide an insight into the student's first language literacy and academic background.

5. Assessment B

Assessment B is to be used with students who are speaking English using single words or short phrases. Asking the student to follow a series of directions provides insight into his/her receptive English knowledge. Labeling and describing what has been drawn provides an indication of the student's literacy skills and knowledge of English.

The illustrations (page B2) are provided as clues to the dictated vocabulary if a student has difficulty understanding what is being asked. The teacher may wish to cut and laminate the illustrations.

The writing sample provides an indication of the student's proficiency in the use of English syntax, vocabulary, conventions, organizational skills, and fluency in reading a familiar passage. Observe the student's familiarity and skill in writing both English and first language.

In the "Comments/Observations" section, document any assistance provided by the teacher and behaviours exhibited by the student, (e.g., spelling, unknown vocabulary, ease in completing tasks)

Use the summary form (Section 3) once the task is completed. If all descriptors of a stage have been observed, the student is listed as being in the next stage. If a variety of descriptors from

different stages have been observed, select the lowest consistent stage. The teacher will need to use his/her professional judgment in some situations since a student frequently demonstrates a number of descriptors at different stages (see Sample Student Assessment).

6. Assessment C

Use this assessment package with students who have an oral proficiency in English.

Cut out and laminate the pictures for students to sequence. Once sequenced, discuss the events with the student. Develop the discussion to include academic language and understanding of the scientific concept of buoyancy, if possible.

Ask the student to complete the graphic organizer based on the discussion. Encourage the use of academic terminology. Next, have the student use the graphic organizer to write his/her story. Observe the student's ability to write a cohesive narrative with detail.

7. Reading and Response Activities—Assessment D

These reading passages have been selected to provide a more comprehensive determination of a student's stage of proficiency in reading and writing.

Do not use these tasks with a student who is a beginner learner of English. Instead, have him/her read a story in first language (if possible) to get an indication of his/her literacy skills. Observe his/her confidence and oral fluency in reading. Ask the student to write a retell in first language and have it translated. If the student is able to complete these tasks without difficulty, time learning English may be all that is required.

Although the passages have been grouped primary, junior, and intermediate, a story may be selected from any division. Choose a story that suits both the interest and language proficiency of the student.

The reading selections include both fiction and non-fiction pieces and increase in difficulty. The approximate reading levels have been included. Responses to the reading should be both oral and written and cover a range of increasingly sophisticated skills according to the level of the passage and the student's proficiency in this area. A collection of readings and reading response activities is included in Section 2.

Dictionaries:

Dictionaries are an important tool for learning and should be available to students during the reading and writing tasks. One of the behaviours the assessor will observe is the extent and effectiveness of dictionary use.

As well, students may need to refer to a bilingual or picture dictionary.

Use the following procedure with the reading passages and follow-up tasks:

- Introduce the reading passage to the student. Ask the student to read the title and examine any pictures. Clarify any special terms and discuss any background information, which may be vital to the student's understanding of the text.
- Have the student read the passage silently. While the student is reading, you can observe the student's reading habits (e.g., mouthing the words, pointing, effectiveness of dictionary use, time spent on reading the passage).
- Ask the student a series of comprehension questions orally or have the student answer the written questions.
- Review the completed work with the student to give the student an opportunity to correct, clarify, or expand on the written answers.
- Have the student retell the story in his/her own words.

8. Writing – Assessment D

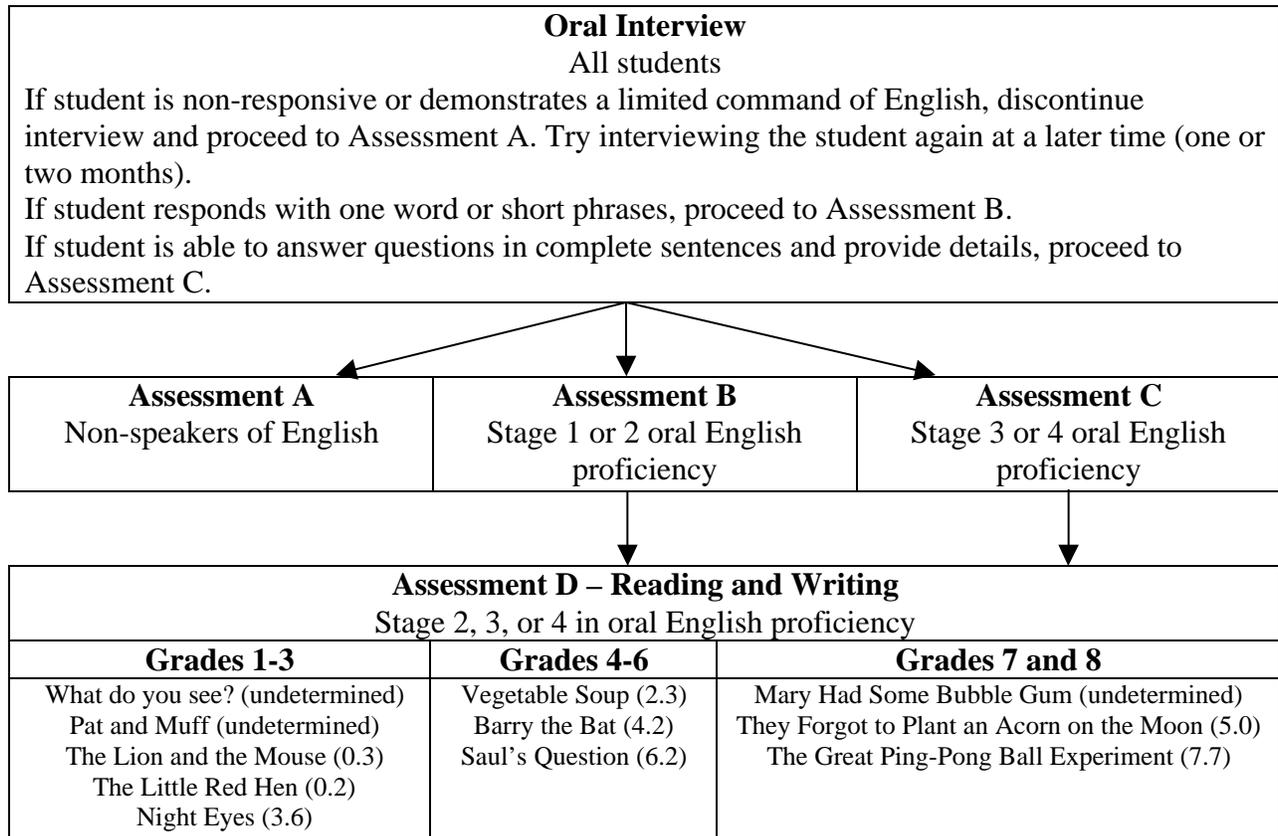
Up to this point, the student has already produced some writing in the form of a picture description and possibly short answers to questions about the reading. Now the student will demonstrate his/her ability to organize and express ideas in a longer, more formal composition. There should be an opportunity for pre-writing work, editing and revision.

Wherever possible the writing topic should relate to the theme of the reading passage. Samples of writing tasks and activities, and evaluation guidelines are included after each reading passage.

- Introduce the writing assignment to the student through pre-writing discussion or planning.
- Have the student complete the writing assignment. While the student is writing, you can observe the student's writing habits (e.g., fine motor skills, use of print or cursive forms, extent and effectiveness of dictionary use, time spent on completing the assignment).
- Review the completed work with the student to give the student an opportunity to correct, clarify or expand on his/her writing. In some cases where revision is advisable, and time permits, a student's work may be revised with varying degrees of assistance from the assessor.
- In some situations, it is very helpful to obtain a first language writing sample in order to gain more information about a student's academic background. Observing the student's approach to the writing task, the ease and fluency with which they write, and the amount of writing produced within a given time, will give a rough indication not only of first language literacy, but also of general academic proficiency. In addition, a visual assessment of the differences between the writing conventions of the first language and English may provide guidance as to which aspects of English writing will need to be addressed (e.g. paragraphing, punctuation, and capitalization).

9. Administering the Assessment Tasks

A variety of tasks are included in this package. Select the most appropriate task(s) for each student.



10. Organizing Materials

Most of the materials in this package can be re-used with various students. Prepare a binder of the visual materials from Assessments A, B, and C and the reading passages using sheet protectors. Consumable checklists and student worksheets can then be photocopied and arranged in file folders to be selected as needed.

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Oral Interview

1. What is your name? _____

2. How old are you? _____ When is your birthday? _____

3. Where were you born? _____

4. Have you always lived in (name of country)? If not, where else have you lived? _____

5. Tell me about your country (or the last country you lived in)?

6. Whom did you live with in (name of country)? _____

7. Did you go to school? Yes No Did you go every day? Yes No

8. How old were you when you started school? _____

9. In Ontario, we go to school from September to June. When do you go to school in your country? _____

10. Tell me about your school? What did you study? Did you study English?

11. What language(s) did you speak in school? _____

Can you read in _____? Yes No Can you write in _____? Yes No

12. When did you arrive in Canada? _____

13. How do you feel about coming to Canada? Why?

14. Whom do you live with in Canada? _____

15. What language(s) do you speak at home? _____

16. What do you like to do after school (i.e., music lessons, sports, interests)?

17. Tell me about a good friend of yours.

18. What do you want to do when you grow up? What are your career plans?

The ESL or ELD student can:

Stage 1

- answer questions using single words or short phrases
- share personal information
- imitate some English stress and intonation patterns
- speak with sufficient clarity for teacher comprehension

Stage 2

- participate in social discussions using short phrases and short sentences
- request clarification when necessary
- ask questions
- recount familiar events, stories and key information
- express personal opinions and emotions
- speak with sufficient clarity and accuracy for listener comprehension
- speak at almost the pace of first-language speakers showing some control of stress, timing and rhythm

Stage 3

- initiate and maintain conversations
- speak with clear pronunciation and enunciation
- use conversational strategies such as acknowledgment, reply, agreement, and disagreement
- begin to self-correct simple grammatical errors
- use voice to indicate emphasis through pacing, volume intonation, and stress

Stage 4

- use most language structures appropriate to the grade level
- speak with fluency and clarity
- self-correct common grammatical errors
- use idiomatic and colloquial language appropriately

19. Do you have any questions to ask me?

*For students providing a limited response or no response, proceed to Assessment A.
For students at a stage 1 or 2 oral English proficiency level, proceed to Assessment B.
For students at a stage 3 or 4 oral English proficiency level, proceed to Assessment C.*

Assessment A

Beginner Reading and Writing

- | | |
|---|--|
| <ul style="list-style-type: none"> a) Ask the student to say the alphabet orally. b) Have the student write the alphabet on lined paper. c) Ask the student to read the upper and lower case letters in random order. (see page A3 and A4) d) Ask the student to match the capital letters with the small case letters (see page A5 and A6). e) Ask the student to identify each colour. (see page A7) f) Ask the student to match the colour words to the appropriate colour (see page A4) | <ul style="list-style-type: none"> g) Have the student read the colour words. Show part of the coloured square, if the student has difficulty. h) Ask the student to put the words in alphabetical order. i) Give students up to 10 minutes to write as many words in English that they can. j) Provide prompts if necessary: (e.g., names, colours, parts of the body, animals, actions, school...) k) Have the student read his/her list back to you. |
|---|--|

Tasks	Reading		Writing
	<i>The ESL or ELD student can:</i>		
1. English Alphabet <input type="checkbox"/> Say the alphabet. <input type="checkbox"/> Write the alphabet. <input type="checkbox"/> Read these letters of the alphabet. <input type="checkbox"/> Match the capitals and the small letters that are the same.	Stage 1	<input type="checkbox"/> recognize the English alphabet in print and script (Primary, print only) <input type="checkbox"/> know the direction of English print <input type="checkbox"/> begin to use phonetic and context clues and sight recognition for comprehension <input type="checkbox"/> recognize familiar words <input type="checkbox"/> use alphabetical order	<input type="checkbox"/> produce the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line (Primary, print only) <input type="checkbox"/> write some personally relevant words
If the student is able to complete these tasks without difficulty, continue with the next task.			
2. Colours <input type="checkbox"/> Name these colours. <input type="checkbox"/> Cover the colours with the correct word. <input type="checkbox"/> Read the words. <input type="checkbox"/> Put the words in alphabetical order.	Comments/Observations		
3. Write as many words in English that you can.			
4. Read the words you have written.			

Assessment A - continued

Beginner Reading and Writing (grades 1-3) (see pages A10-13), readability level approximately grade 0.5)

- a) Ask the student to point to the table, desk, bookcase, filing cabinet, blackboard, computer, clock, cupboard, mouse.
- b) Ask the student some simple questions about the picture (see below).
- c) Have the student describe the path taken by the mouse.
- d) Have the student identify the classroom objects.
- e) Have the student read the words in the “Word Box”.
- f) Have the student label the classroom objects independently.
- g) Have the student complete the cloze activity “Where is the mouse?” using “in, on, under”.
- h) Have the student draw a path for the mouse and write about the picture in either English or first language using the provided template. You may need to provide a beginning sentence.

Tasks	Reading		Writing	
	<i>The ESL or ELD student can:</i>			
1. Point to a... table ___ desk ___ bookcase ___ computer ___ chair ___ filing cabinet ___ blackboard ___ clock ___ cupboard ___ mouse ___ 2. Answer the following questions. (<i>Accept any reasonable answer. Student may just point.</i>) a. How many desks are there? b. What is on the desk? c. Where is the globe? d. Where is the table? e. What time is it? f. Where are the children? g. Where did the mouse travel?	Stage 1	<input type="checkbox"/> read pictures and uses picture clues	<input type="checkbox"/> copy written information accurately	
		<input type="checkbox"/> begin to use phonetic and context clues and sight recognition to understand simple texts	<input type="checkbox"/> complete sentence patterns	
3. Comprehension: a. Read the words in the “Word Box”. b. Cut out the words (or print) and label the pictures. c. Read the words. d. Fill in the blanks to answer the question, “Where is the mouse?” 4. Writing: a. Draw a path for the mouse. b. Write about the picture in English or in your first language.	Stage 2	<input type="checkbox"/> recognize familiar words	<input type="checkbox"/> add words to sentence openers to complete a thought	
		<input type="checkbox"/> use reading strategies to assist in deriving meaning from text	<input type="checkbox"/> write some personally relevant words	
		<input type="checkbox"/> understand familiar vocabulary	<input type="checkbox"/> express ideas through drawing, writing in the first language, and labelling	
		<input type="checkbox"/> use some correct phrasing and rhythm in reading aloud	<input type="checkbox"/> compose short, simple, patterned sentences based on learned phrases and classroom discussion	
		<input type="checkbox"/> use some correct phrasing and rhythm when reading familiar material aloud	<input type="checkbox"/> write some common and personally relevant words	
		<input type="checkbox"/> use capital letters and final punctuation		
		<input type="checkbox"/> begin to use basic sentence structures		
If the student is able to complete these tasks without difficulty, proceed to Assessment B.				
Comments/Observations				

Assessment A - continued

Beginner Reading and Writing (grades 4-8) (see pages A13-A15, readability level approximately grade 1):

- | | |
|---|---|
| <ul style="list-style-type: none"> a) Ask the student to point to a cat, window, boy, computer, chair, book, skateboard, and lamp. b) Ask the student some simple questions about the picture (see below). c) Have the student read the story silently. (If student is unable to read the story independently, read the story to him/her.) d) Have the student answer the “yes or no” questions either independently or in response to you reading the questions. | <ul style="list-style-type: none"> e) Have the student read the words in the “Word Box”. f) Have the student complete the cloze activity independently. g) Ask the student to read the completed cloze activity aloud. h) Have the student answer the questions in a complete sentence. i) Have the student draw a picture of his/her bedroom or any room in the house. j) Ask the student to write about the room they have drawn in either English or first language using the provided template. |
|---|---|

Tasks	Reading		Writing	
	<i>The ESL or ELD student can:</i>			
1. Reading: Point to a... cat ___ window ___ boy ___ computer ___ chair ___ book ___ skateboard ___ lamp ___ 2. Answer the following questions. (<i>Accept any reasonable answer. Student may just point.</i>) a. This is Bill. Where is he? b. What is he doing? c. Where is the lamp? d. Where is the cat? e. What colour is the cat? 3. Read the story. 4. Comprehension: f. Answer the questions by writing “Yes” or “No”. g. Read the words in the “Word Box”. h. Fill in the blanks to complete the story. Use the words from the “Word Box”. i. Answer the questions in a complete sentence. 5. Writing: j. Draw a picture of your bedroom or any room in your house. k. Write about your picture in English or in your first language.	Stage 1	<input type="checkbox"/> read pictures and uses picture clues <input type="checkbox"/> begin to use phonetic and context clues and sight recognition to understand simple texts <input type="checkbox"/> recognize familiar words <input type="checkbox"/> begin to identify the main ideas of simple passages <input type="checkbox"/> follow brief written instructions	<input type="checkbox"/> copy written information accurately <input type="checkbox"/> begin to apply knowledge of common writing conventions <input type="checkbox"/> begin (with assistance) to use subject-predicate order, simple verb tenses, adjectives, and common prepositions of location <input type="checkbox"/> write short, coherent, patterned compositions on personally relevant topics	
	Stage 2	<input type="checkbox"/> use reading strategies to assist in deriving meaning from text <input type="checkbox"/> understand familiar vocabulary <input type="checkbox"/> use some correct phrasing and rhythm in reading aloud <input type="checkbox"/> identify key information in text <input type="checkbox"/> use some correct phrasing and rhythm when reading familiar material aloud	<input type="checkbox"/> begin to use common tenses, spelling, capitalization, and punctuation with some accuracy <input type="checkbox"/> use conventional spelling for common and personally relevant words <input type="checkbox"/> write appropriate responses to written questions	
If the student is able to complete these tasks without difficulty, proceed to Assessment B.				
Comments/Observations				

Assessment A: Recognition of the English Alphabet in print.

A	Y	C	W	E	U	G	S	
I	P	K	N	H	L	O	J	Q
R	M	T	F	V	D	X	B	Z
<hr/>								
b	q	d	s	f	o	h	u	l
k	n	x	p	z	r	i	t	e
j	w	g	y	c	a	v	m	

Assessment A: Match capitals to small case letters.

A	y	W	x	F	j	V	l
O	a	G	w	J	h	S	u
Y	o	X	g	H	f	E	i
B	d	P	q	M	n	L	k
C	b	T	p	N	m	U	v
D	c	Q	t	Z	z	I	s

A C W E U G S

R P K N H L O 2 B

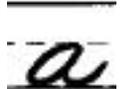
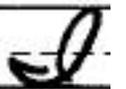
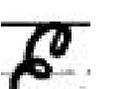
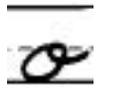
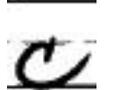
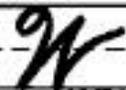
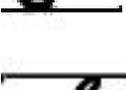
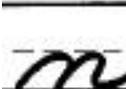
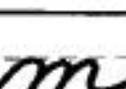
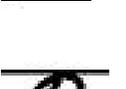
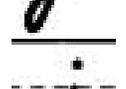
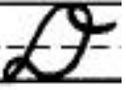
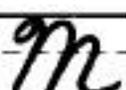
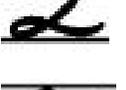
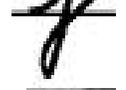
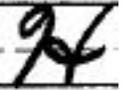
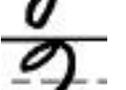
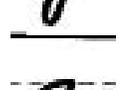
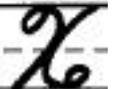
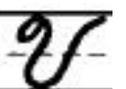
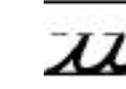
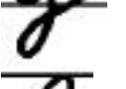
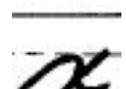
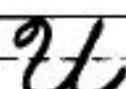
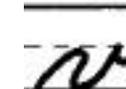
M J F U D X Y Z J

b d s o h u l k r t

x i e w c a v m

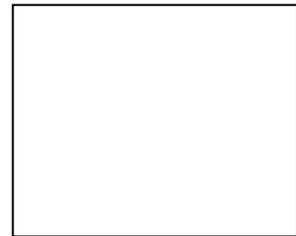
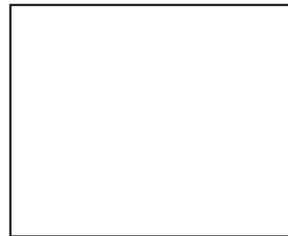
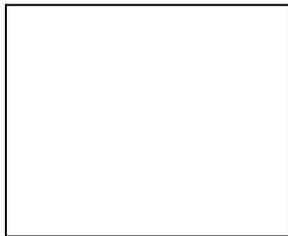
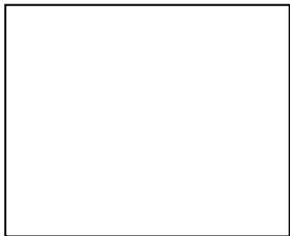
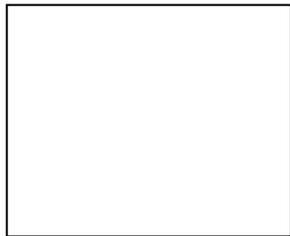
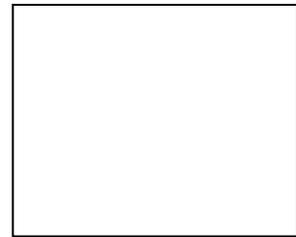
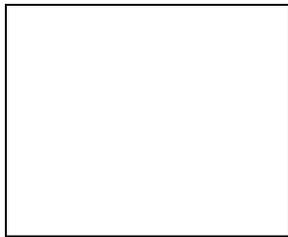
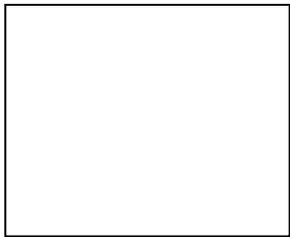
n y f p z j g q

Assessment A: Match capitals to small case letters.

Assessment A: Colours

Place coloured stickers
in the boxes



red

yellow

green

blue

purple

orange

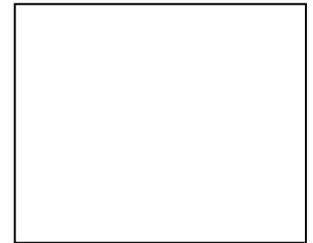
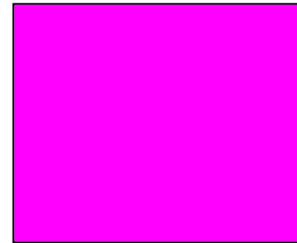
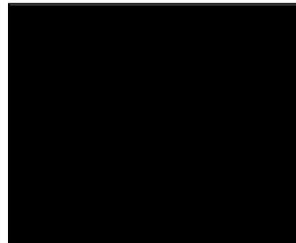
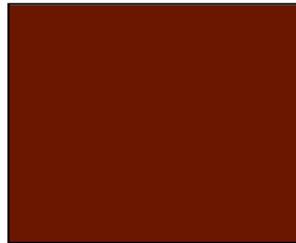
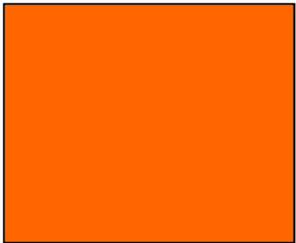
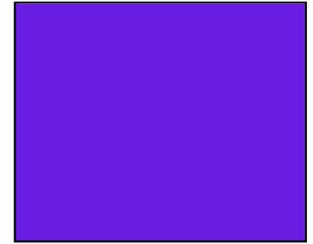
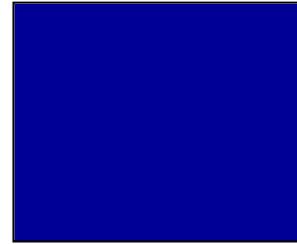
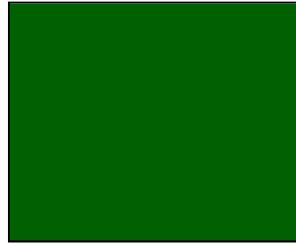
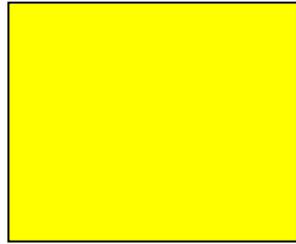
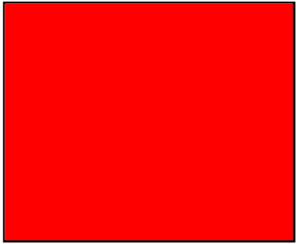
brown

black

pink

white

Assessment Materials: English Language Proficiency (Elementary) Assessment A
Assessment A: Colours (for colour printers)



red

yellow

green

blue

purple

orange

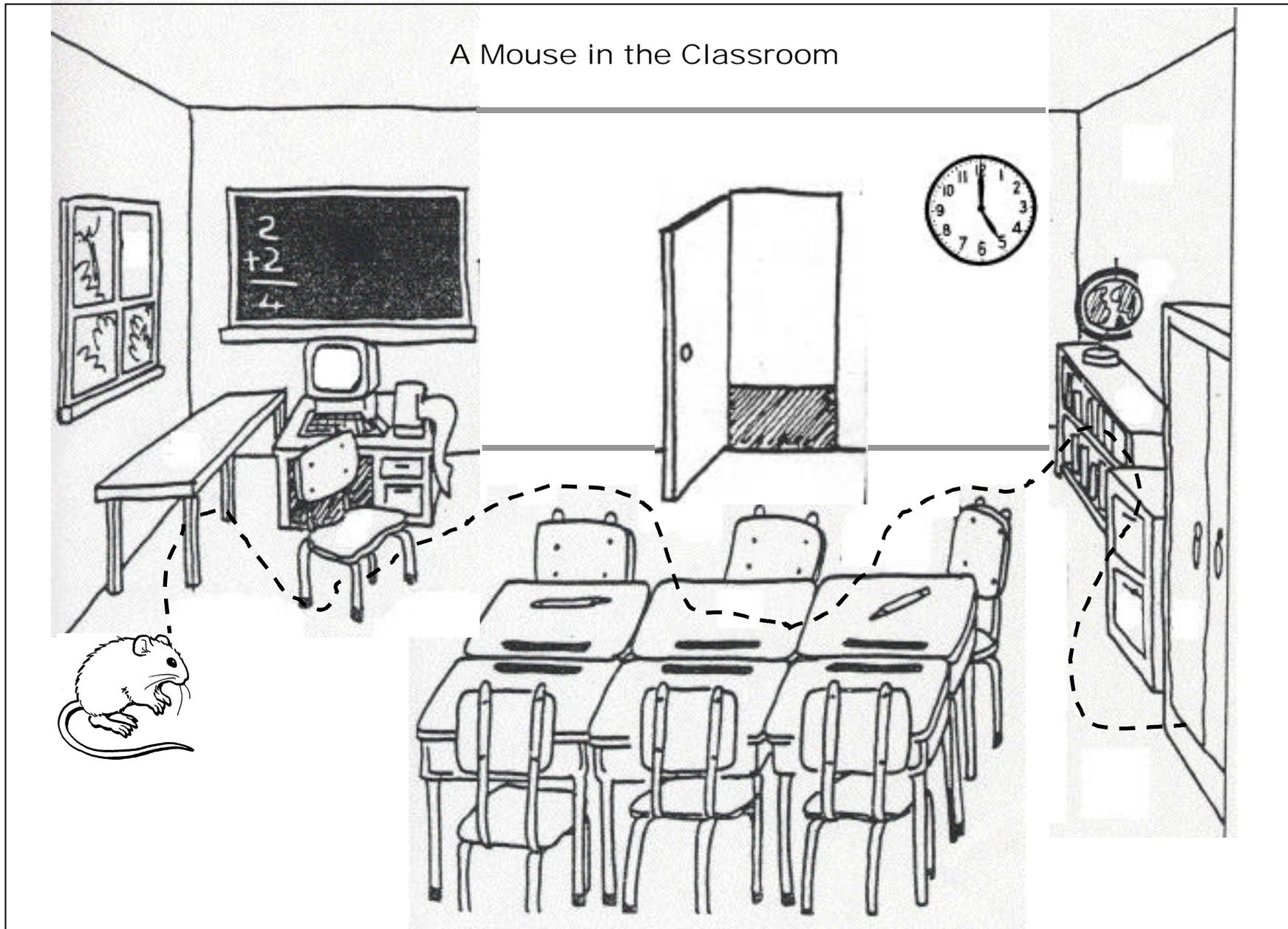
brown

black

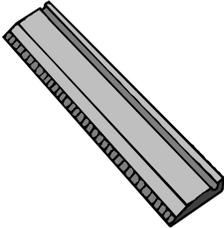
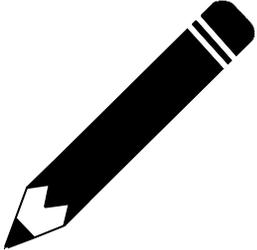
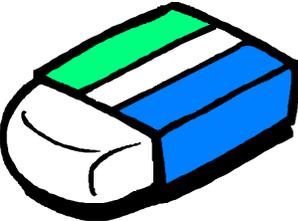
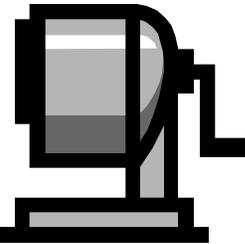
pink

white

Assessment A: Reading (Grades 1-3)



Assessment A: Label.

Cut out the words and paste (or print) under the correct picture.				Word box
				book
				crayons
				easel
				globe
				eraser
				stapler
				scissors
				desk
				pencil
				paints
				pencil sharper
				ruler

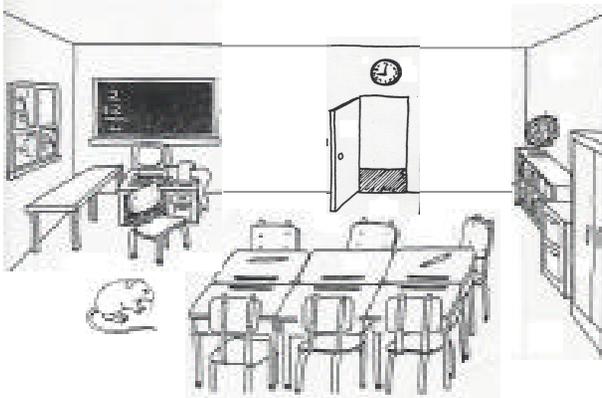
Where is the mouse?

in

on

under

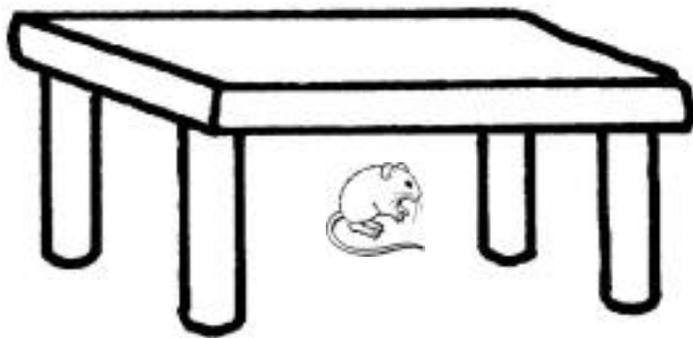
The mouse is _____ the classroom.



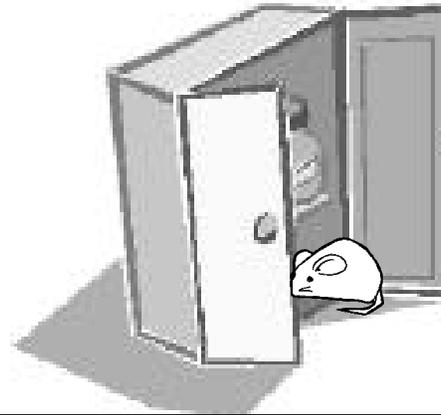
The mouse is _____ the desk.



The mouse is _____ the table.

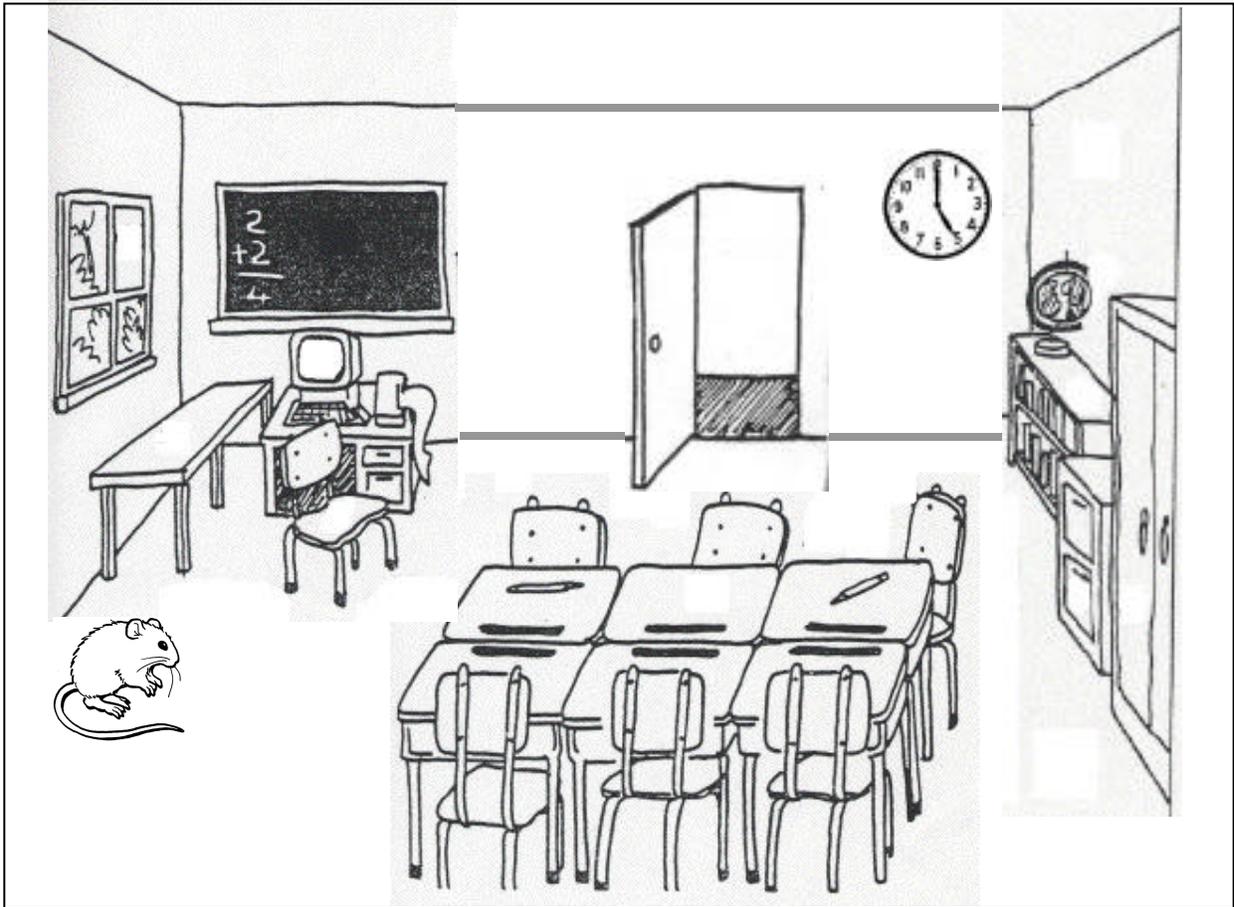


The mouse is _____ the cupboard.



Assessment A: Writing (grades 1-3)

A Mouse in the Classroom



Write

Assessment A: Reading (Grades 4-8)

Bill



This is Bill. Bill is in his bedroom. He is sitting at his desk. He is working on the computer. He is doing his homework. He has a cat. The cat is white. It is sitting on the window. Bill also has a skateboard. Bill has many books. He likes to read.

Assessment A: Comprehension

Yes or No?

1. Bill is sitting on some books. _____
2. Bill is playing. _____
3. Bill has a skateboard. _____
4. Bill likes to read books. _____
5. The cat is jumping. _____

Word Box

Read the words.

desk	skateboard	Bill	computer	white
books	cat	homework	read	working
bedroom	sitting	window	in	sitting

Write the correct word.

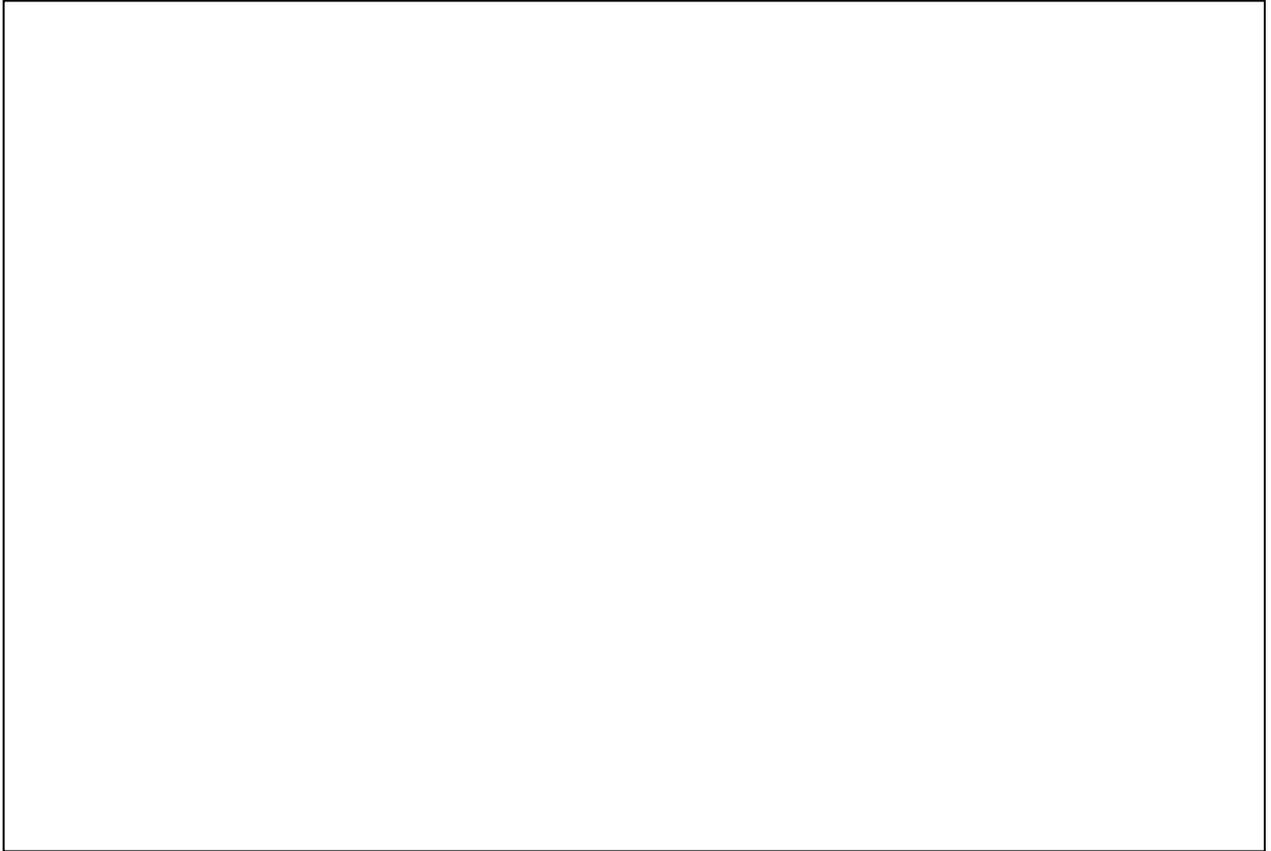
This is _____. Bill is _____ his _____. He is _____ at his _____. He is working on the _____. He is doing his _____. He has a _____. The cat is _____. It is _____ on the _____. Bill also has a _____. Bill has many _____. He likes to _____.

Answer in a sentence.

1. What colour is the cat? _____
2. Where is Bill? _____

Assessment A: Writing

Draw



Write

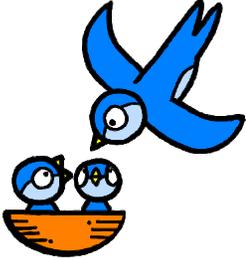
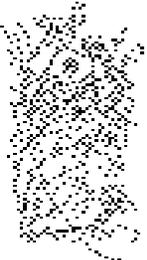
Assessment B

Oral Assessment

- (a) Ask the student to draw the following on a blank paper.
- (b) Once the picture is drawn have the student orally describe the picture.
- (c) Have the student answer questions about the picture in order to develop more details (see below).

Tasks		Oral Expression and Language Knowledge	
		Listening	Speaking
		<i>The ESL or ELD student can:</i>	
<ol style="list-style-type: none"> 1. Draw a tree on the right side of the page. 2. Put a bird in the tree. 3. Put a sun in the sky. 4. Draw three clouds in the sky. 5. Draw a boy or girl in the middle of the paper. 6. Draw a car on a road. 7. Draw a house or a school beside the road. 8. Draw father sleeping under the tree. 9. Put a hat on the father. 10. Add water, grass, and flowers to your picture 11. Have the boy or girl throw a ball to his/her mother. 	Stage 1	<ul style="list-style-type: none"> <input type="checkbox"/> follow simple directions <input type="checkbox"/> respond clear, short, simple questions <input type="checkbox"/> respond to familiar conversational topics using single words and short phrases <input type="checkbox"/> respond to familiar words, names, phrases, and basic classroom instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> identify familiar names, objects, and actions <input type="checkbox"/> use short, patterned questions to seek information <input type="checkbox"/> speak with sufficient clarity for teacher comprehension <input type="checkbox"/> begin to use (with assistance) common contractions and basic prepositions of location and direction <input type="checkbox"/> imitate some English stress and intonation patterns <input type="checkbox"/> answer specific questions using single words or short phrases
	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> participate in conversations on familiar topics <input type="checkbox"/> understand key vocabulary and concepts related to a theme/topic <input type="checkbox"/> request clarification when necessary 	<ul style="list-style-type: none"> <input type="checkbox"/> recount familiar events and key information <input type="checkbox"/> speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm <input type="checkbox"/> express meaning with growing competence, using present and past verb tenses, direction, and time <input type="checkbox"/> express opinions
	Stage 3	<ul style="list-style-type: none"> <input type="checkbox"/> follow a series of simple instructions <input type="checkbox"/> respond appropriately to vocabulary, statements, questions, and directions 	<ul style="list-style-type: none"> <input type="checkbox"/> speak with clear pronunciation and enunciation <input type="checkbox"/> begin to self-correct simple grammatical errors <input type="checkbox"/> begin to use conditionals and adverb and adjective phrases <input type="checkbox"/> use voice to indicate emphasis through pacing, volume, intonation, and stress
<p>Some suggested questions (accept any reasonable answer).</p> <ol style="list-style-type: none"> 1. Where is the (boy, girl, bird, car, house, school, father)? 2. What is father doing? Why? 3. What are mother and the boy/girl doing? Why? 4. Where is the car going? 5. What time of day (year) is it? How do you know? 		Comments/Observations	

Assessment B: Illustrations

 <p>boy</p>	 <p>girl</p>	 <p>tree, road, grass</p>	 <p>bird</p>	 <p>mother</p>
 <p>sun, cloud</p>	 <p>car</p>	 <p>house</p>	 <p>school</p>	 <p>hat</p>
 <p>water</p>	 <p>flowers</p>	 <p>ball</p>	 <p>father</p>	

Assessment B

Writing and Reading

Ask the student to complete the writing and reading tasks below.

Task	Writing		Reading
	<i>The ESL or ELD student can:</i>		
<p>Writing:</p> <p>1. Label in English, or first language if necessary the objects drawn in the oral assessment task.</p> <ul style="list-style-type: none"> ○ The student may be assisted with spelling, if necessary. <p>2. Write a story about the picture.</p> <ul style="list-style-type: none"> ○ Some students may need prompts or a patterned language structure as a model. ○ I see a ... ○ The (object) is... <p><i>Note: Primary age students need only demonstrate the descriptors listed above the dotted line.</i></p> <p>Reading:</p> <p>Read the story aloud.</p>	Stage 1	<ul style="list-style-type: none"> <input type="checkbox"/> begin to dictate labels, phrases, and sentences to a scribe <input type="checkbox"/> copy written information, following left-to-right and top-to-bottom progression <input type="checkbox"/> complete sentence patterns based on familiar and meaningful context and vocabulary <input type="checkbox"/> spell some personally relevant words <input type="checkbox"/> express ideas through writing in the first language, and labelling <p>.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> begin to apply knowledge of common writing conventions <input type="checkbox"/> begin (with assistance) to use simple verb tenses, adjectives, adverbs, plurals, and common prepositions of location and direction <input type="checkbox"/> write short, coherent, patterned compositions 	<ul style="list-style-type: none"> <input type="checkbox"/> know the direction of English print <input type="checkbox"/> read pictures and use picture clues <input type="checkbox"/> begin to use phonetic and context clues and sight recognition <input type="checkbox"/> recognize familiar words and repeated phrases
	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> compose short, simple, patterned sentences <input type="checkbox"/> write some common and personally relevant words <input type="checkbox"/> use capital letters and final punctuation <input type="checkbox"/> begin to use basic sentence structures (e.g., statements, questions) <p>.....</p> <ul style="list-style-type: none"> <input type="checkbox"/> begin to use common tenses, spelling, capitalization, and punctuation with some accuracy <input type="checkbox"/> use conventional spelling 	<ul style="list-style-type: none"> <input type="checkbox"/> understand familiar vocabulary <input type="checkbox"/> use some correct phrasing and rhythm when reading aloud
<p>Comments/Observations:</p>			
<p>If the student is able to complete these tasks without difficulty, proceed to Assessment D for additional reading and writing tasks.</p>			

Assessment C

Oral Assessment

Ask student to sequence a series of pictures and discuss what is happening in each picture. (see page C4)

Task	Oral Expression and Language Knowledge		
	Listening	Speaking	
	<i>The ESL or ELD student can:</i>		
<p>1. Arrange the pictures in the correct sequence.</p> <p>2. Tell what is happening in each picture.</p> <p>3. Identify the problem.</p> <p>4. Identify the solution.</p> <p>5. Provide an explanation for the solution.</p> <p>The use of academic vocabulary may be encouraged through discussion and questioning (e.g., solid, liquid, buoyancy).</p> <p><i>Note: This terminology comes from the expectations in the grade 2 and 8 Science & Technology, Matter and Materials, Ontario Curriculum, 1998</i></p> <p>Sample Questions may include:</p> <ol style="list-style-type: none"> 1. What are the children doing? 2. Where is the ball falling? 3. Why is the girl running? 4. Can she reach the ball? 5. Why is the boy scratching his head? 6. Why is the boy running? 7. What is he bringing to the hole? 8. What is he doing? Why? 9. Why did the ball float to the surface? 	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> understand key vocabulary and concepts related to a theme/topic <input type="checkbox"/> request clarification when necessary 	<ul style="list-style-type: none"> <input type="checkbox"/> understand key vocabulary and concepts related to specific subjects/themes <input type="checkbox"/> participate, with prompting, in academic discussions using short phrases and short sentences <input type="checkbox"/> recount familiar events and key information <input type="checkbox"/> express personal opinions <input type="checkbox"/> speak with sufficient clarity and accuracy for listener comprehension <input type="checkbox"/> speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm <input type="checkbox"/> use (with some accuracy) common tenses, adjectives, adverbs, conjunctions, and prepositions of direction
	Stage 3	<ul style="list-style-type: none"> <input type="checkbox"/> participate in sustained oral discussions <input type="checkbox"/> identify main ideas and supporting details 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in discussions <input type="checkbox"/> speak with clear pronunciation and enunciation <input type="checkbox"/> begin to self-correct grammatical errors <input type="checkbox"/> attempt to use conditionals, adverb and adjective phrases <input type="checkbox"/> use voice to indicate emphasis through pacing, volume, intonation, and stress
	Stage 4	<ul style="list-style-type: none"> <input type="checkbox"/> participate in academic discussions <input type="checkbox"/> respond to complex sentences 	<ul style="list-style-type: none"> <input type="checkbox"/> use most language structures appropriate to the grade level <input type="checkbox"/> self-correct common grammatical errors <input type="checkbox"/> use idiomatic and colloquial language appropriately
Comments/Observations			

Assessment C

Writing and Reading

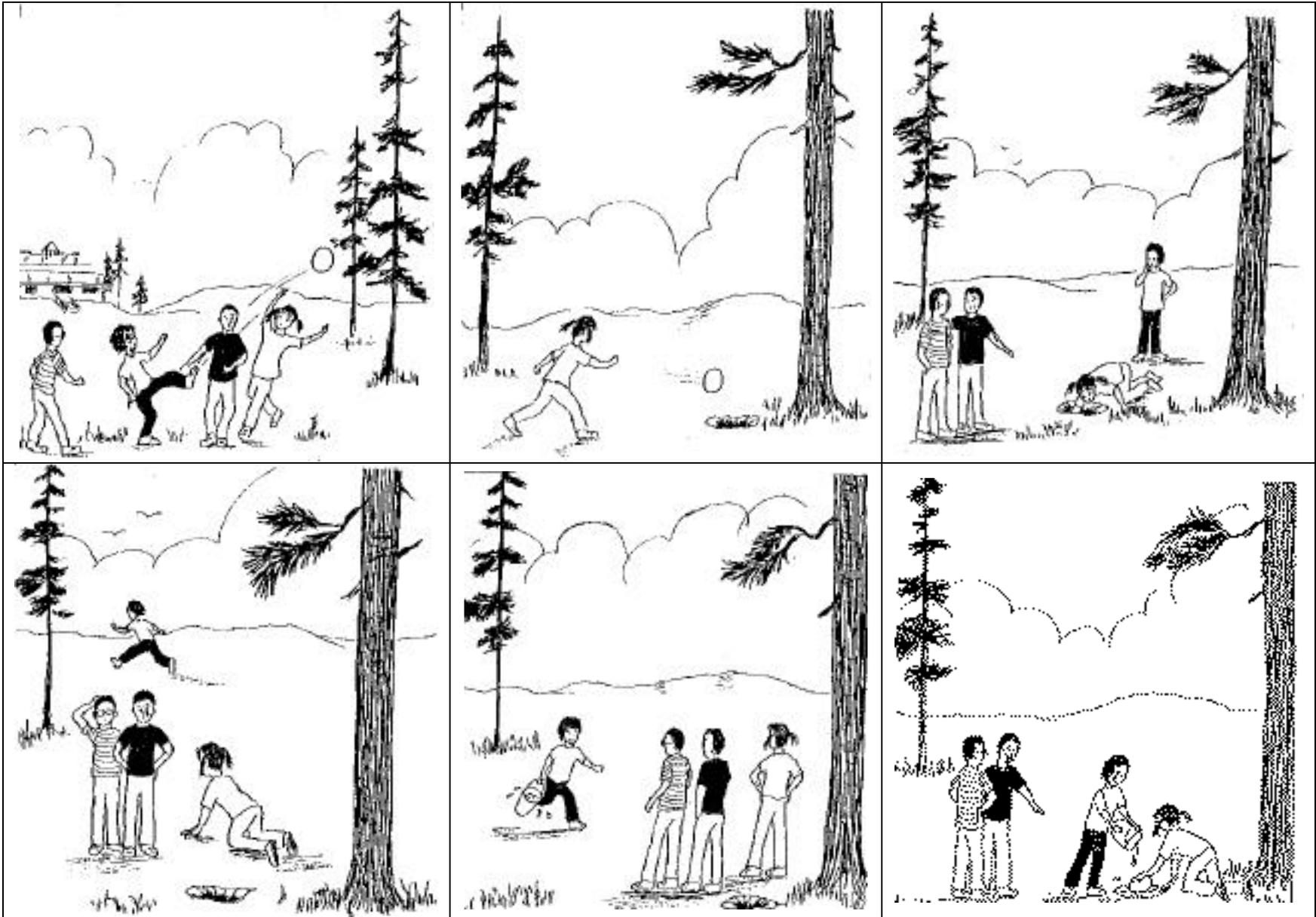
- (a) Drawing on the discussion regarding the pictures from the oral assessment, have the student complete a graphic organizer (see example, page C3).
- (b) Have the student use the information from the graphic organizer to write a story about the pictures.
- (c) Have students read orally what they have written.

Task	Writing		Reading	
	<i>The ESL or ELD student can:</i>			
<p>Writing:</p> <p>1. Complete the graphic organizer based on the discussion.</p> <p>2. Write a story about the pictures using the graphic organizer.</p> <p><i>Note: Primary age students do not need to demonstrate the descriptors listed below the line.</i></p> <p>Reading:</p> <p>Read the story.</p>	Stage 2	<input type="checkbox"/> compose short, simple, patterned sentences <input type="checkbox"/> write some common and personally relevant words <input type="checkbox"/> use capital letters and final punctuation <input type="checkbox"/> begin to use basic sentence structures <input type="checkbox"/> use the writing process, with assistance (e.g., participate in structured prewriting activities)	<input type="checkbox"/> understand familiar vocabulary <input type="checkbox"/> use some correct phrasing and rhythm when reading familiar material aloud <input type="checkbox"/> begin to show some fluency in oral reading <input type="checkbox"/> expand academic vocabulary (i.e., of subject-related words and expressions)	
		<input type="checkbox"/> begin to use common tenses, spelling, capitalization, and punctuation with some accuracy		
	Stage 3	<input type="checkbox"/> write short compositions, making some use of appropriate verb tenses, prepositions, simple and compound sentences, and descriptions, and beginning to use new vocabulary <input type="checkbox"/> use conventional spelling <input type="checkbox"/> write to narrate a story <hr/> <input type="checkbox"/> organize and sequence ideas (<i>stage 2 for ELD students</i>) <input type="checkbox"/> begin to use variety in vocabulary and sentence structure <input type="checkbox"/> produce prose using appropriate verb tenses, connectors, and subject-verb agreement, with some accuracy <input type="checkbox"/> use paragraphs	<input type="checkbox"/> describe story components (e.g., character, plot, setting) <input type="checkbox"/> use academic vocabulary, with support	
Stage 4	<input type="checkbox"/> write short, original compositions, with few grammatical or spelling errors <input type="checkbox"/> observe most conventions of punctuation <hr/> <input type="checkbox"/> use verb tenses effectively <input type="checkbox"/> use grade-appropriate vocabulary	<input type="checkbox"/> identify elements of a story		
Comments/Observations				
If student is able to complete these tasks without difficulty, proceed to Assessment D for additional reading and writing tasks				

Assessment Materials: English Language Proficiency (Elementary) Assessment C
Assessment C: Graphic Organizer

Name: _____ Title of Story: _____	
Characters	Setting Time: Place:
Events	Problem(s)
Solution(s)	
Ending	

Assessment C: Illustrations



What do you see?

Reading Introductory Statement: Point to the cat, dog, bird, elephant, fish.

- (a) Ask the student to point to the cat, dog, bird, elephant, fish
- (b) Have the student read the story out loud. (If the student is unable to read the story independently, read the story to him/her.)
- (c) Ask the student some simple questions about the story.

Note: To make the story booklet (pages D3-7). Print the first page (#1 and #8). Then print the second page (#2 and #7) on the back of the first page. Repeat with the next two pages. The last page is the cover and back pages. Fold the pages in half. Put together as a booklet in the correct sequence and staple.

What do you see?	COMPREHENSION QUESTIONS		Reading	
			<i>The ESL or ELD student can</i>	
I see a bird. I see a ladybug. I see a cat. I see a cow. I see a dog. I see a fish. I see a snake. I see an elephant (Flesch-Kincaid Readability grade undetermined)	<input type="checkbox"/> detail	1. What animals did you see in the story? (bird, ladybug, cat, cow, dog, fish, snake, elephant)	Stage 2	<input type="checkbox"/> use strategies to assist in deriving meaning from text
	<input type="checkbox"/> detail	2. How many animals did you see? (8)		<input type="checkbox"/> understand familiar vocabulary
	<input type="checkbox"/> creative	3. What other animals have you seen? (answers will vary)	Stage 3	<input type="checkbox"/> select main ideas
	<input type="checkbox"/> creative	4. What is your favourite animal? (answers will vary)		<input type="checkbox"/> use some correct phrasing and rhythm when reading aloud
	<input type="checkbox"/> inference	5. Which animal can fly? (bird, ladybug)		<input type="checkbox"/> describe story components
	<input type="checkbox"/> inference	6. Which animal lives in water? (fish, snake)	Comments/Observations:	
	<input type="checkbox"/> creative	7. Which animal can be a pet? (bird, cat, dog, fish, snake)		

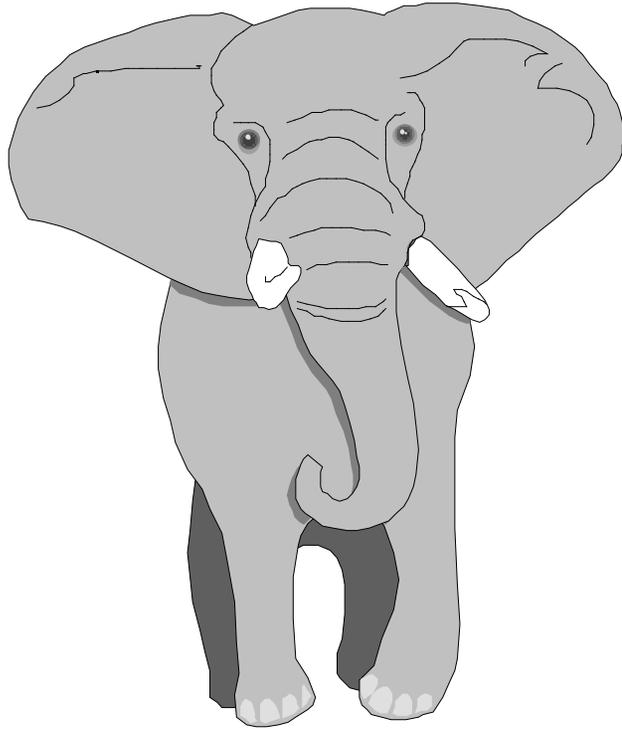
What do you see?

Writing

- (a) Ask the student to draw a picture of an animal that he/she would like to have as a pet (or is a favourite).
 (b) Write about the picture.

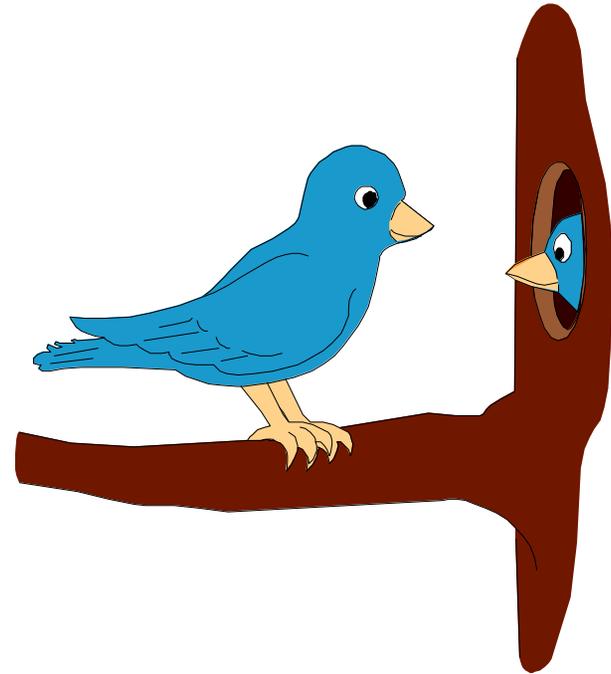
The writing may be in first language or English, single words, short phrases, or sentences.

Task	Writing	
	<i>The ESL or ELD student can:</i>	
1. Draw a picture of an animal that you would like to have as a pet or draw a picture of your favourite animal. 2. Write about the animal.	Stage 1	<input type="checkbox"/> begin to dictate labels, phrases, and sentences to a scribe <input type="checkbox"/> print the English alphabet in upper- and lower-case letters <input type="checkbox"/> write some personally relevant words <input type="checkbox"/> express ideas through drawing, writing in the first language, and labelling
	Stage 2	<input type="checkbox"/> compose short, simple, patterned sentences based on learned phrases and classroom discussion <input type="checkbox"/> write some common and personally relevant words <input type="checkbox"/> use capital letters and final punctuation <input type="checkbox"/> begin to use basic sentence structures (e.g., statements, questions)
Comments/Observations:		
If the student is able to complete these tasks without difficulty, proceed to the next story with a higher reading level.		



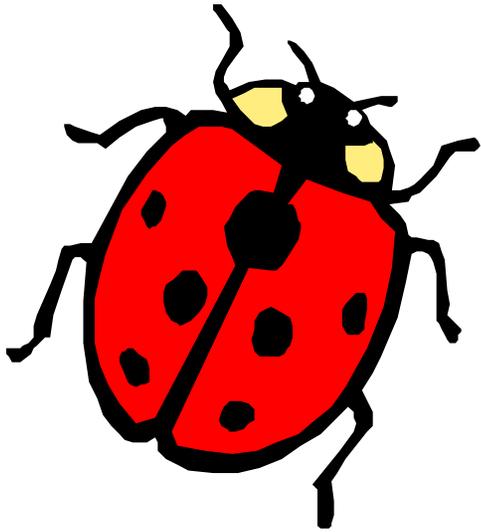
I see an elephant.

8.



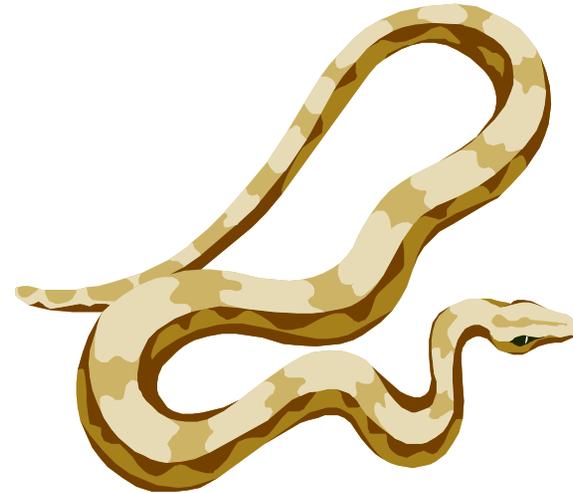
I see a bird.

1.



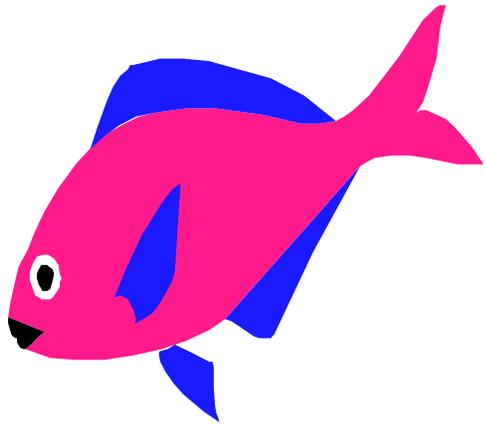
I see a lady bug.

2.



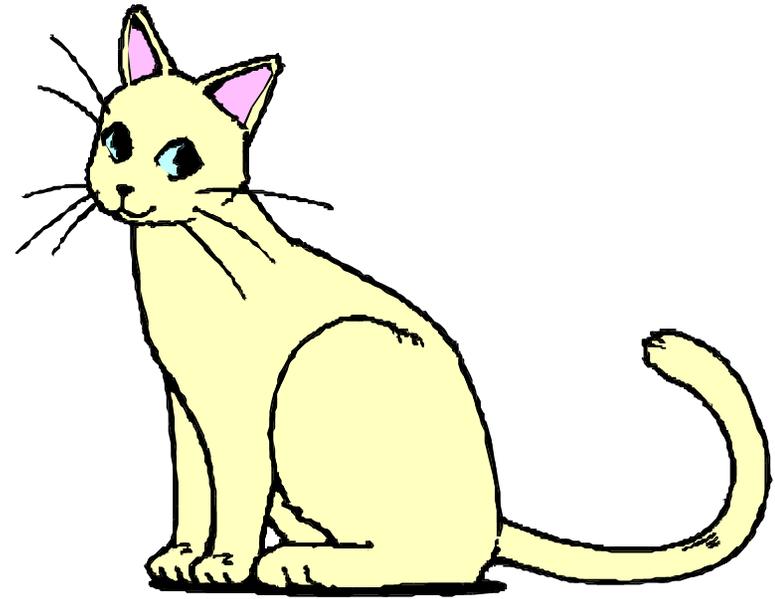
I see a snake.

7.



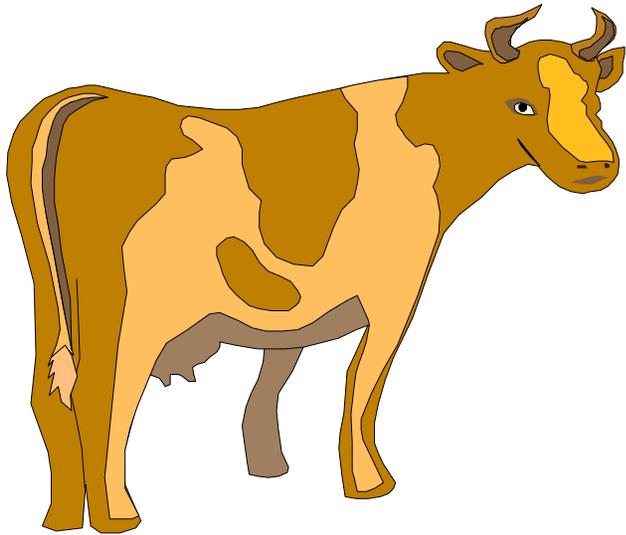
I see a fish.

6.



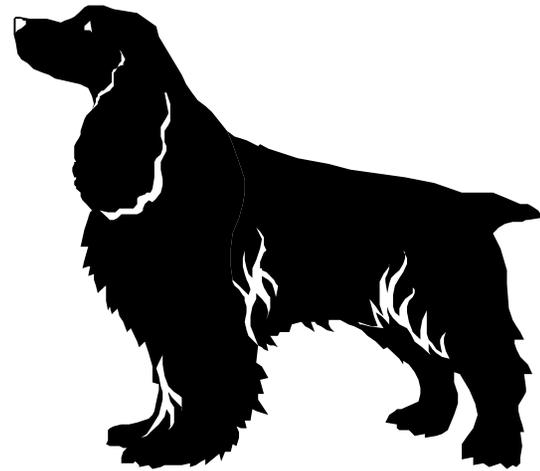
I see a cat.

3.



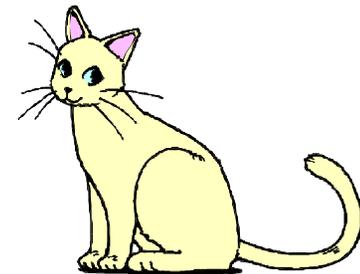
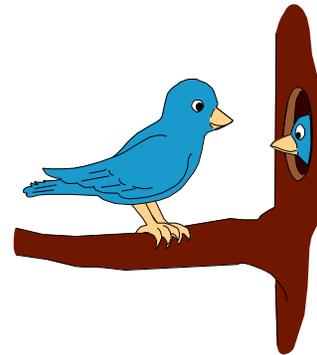
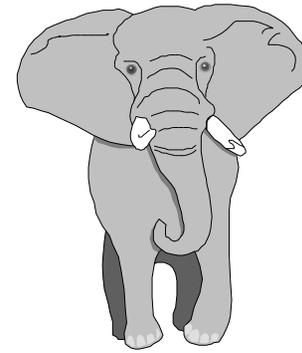
I see a cow.

4.

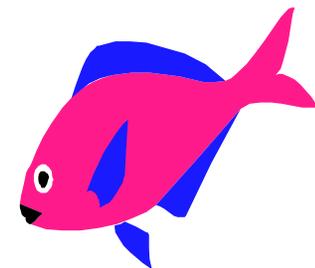


I see a dog.

5.



What do you see?



Pat and Muff

Reading Introductory Statement: Read the story to find out what Muff likes to do.

- (a) Ask the student to read the story out loud. (If the student is unable to read the story independently, read the story to him/her.)
- (b) Ask the student some simple questions about the story.

Note: To make the story booklet (pages D10-13). Print the first page. Then print the second page on the back of the first page. Repeat with the next two pages. Fold the pages in half. Put together as a booklet in the correct sequence and staple.

Pat and Muff	COMPREHENSION QUESTIONS		Reading	
			<i>The ESL or ELD student can</i>	
This is Pat. Pat has a cat. The cat is white. The cat's name is Muff. Muff likes to eat cat food. Muff likes to run. Pat likes to play with Muff. Pat and Muff have fun.	<input type="checkbox"/> detail	1. What is the cat's name? (Muff)	Stage 2	<input type="checkbox"/> use strategies to assist in deriving meaning from text
	<input type="checkbox"/> detail	2. What colour is the cat? (white)		<input type="checkbox"/> understand familiar vocabulary
	<input type="checkbox"/> vocabulary	3. What is a cat? (an animal)		<input type="checkbox"/> select main ideas
	<input type="checkbox"/> detail	4. What does Muff like to do? (eat, run and play)	Stage 3	<input type="checkbox"/> use some correct phrasing and rhythm when reading aloud
	<input type="checkbox"/> inference	5. What do cats like to eat? (mice, fish, birds)		<input type="checkbox"/> describe story components
	<input type="checkbox"/> creative	6. If you had a cat, what could the two of you do together? (answers will vary)		<input type="checkbox"/> read and understand grade-appropriate text, with minimal assistance
	<input type="checkbox"/> creative	7. What is your favourite animal? (answers will vary)		Comments/Observations:

Pat and Muff

Writing

- (c) Ask the student to draw a picture of an animal that he/she would like to have as a pet..
- (d) Write about the picture.

The writing may be in first language or English, single words, short phrases, or sentences.

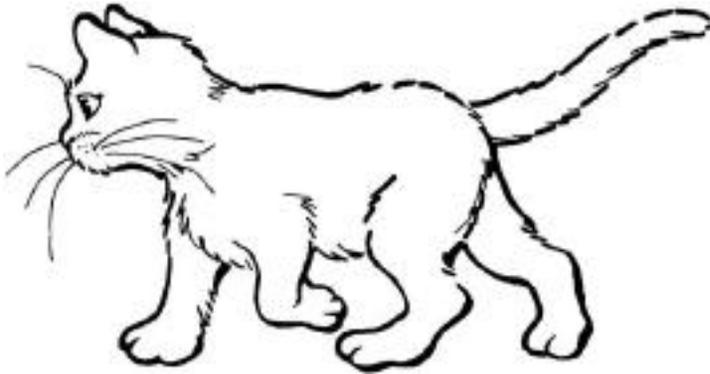
Task	Writing	
	<i>The ESL or ELD student can:</i>	
1. Draw a picture of an animal that you would like to have as a pet. 2. Write about the animal.	Stage 1	<ul style="list-style-type: none"> <input type="checkbox"/> begin to dictate labels, phrases, and sentences to a scribe <input type="checkbox"/> print the English alphabet in upper- and lower-case letters <input type="checkbox"/> write some personally relevant words <input type="checkbox"/> express ideas through drawing, writing in the first language, and labelling
	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> compose short, simple, patterned sentences based on learned phrases and classroom discussion <input type="checkbox"/> write some common and personally relevant words <input type="checkbox"/> use capital letters and final punctuation <input type="checkbox"/> begin to use basic sentence structures (e.g., statements, questions)
Comments/Observations:		
If the student is able to complete these tasks without difficulty, proceed to the next story with a higher reading level.		



Pat and Muff



Pat likes to play
with Muff. Pat and
Muff have fun.



Muff likes to run.

4.



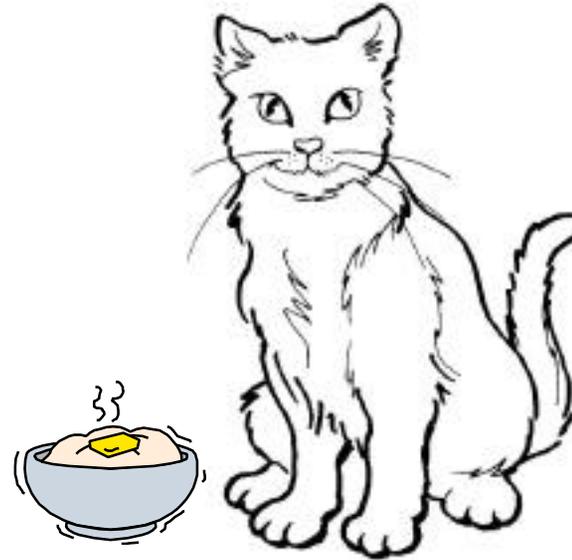
**This is Pat.
Pat has a cat.**

1.



**The cat is white.
The cat's name
is Muff.**

2.



**Muff likes to eat
cat food.**

3.

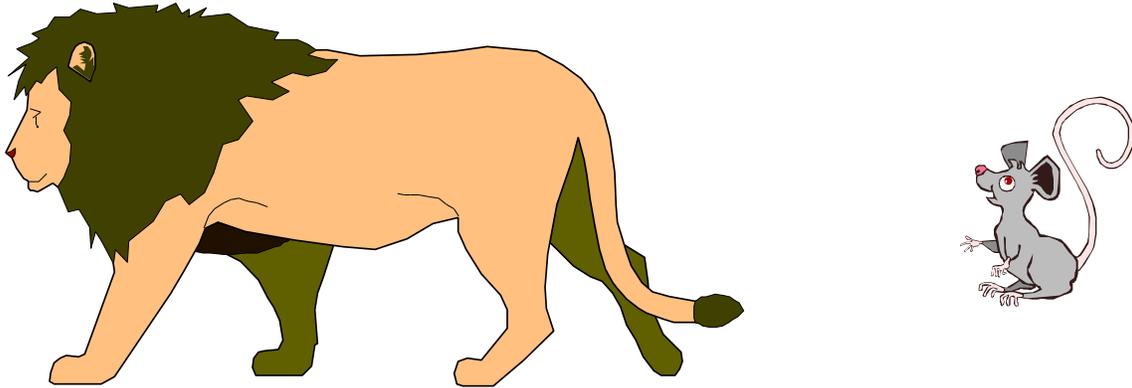
The Lion and the Mouse

Show the student the picture of the lion and the mouse. Teach the words if necessary.

Reading Introductory Statement: Read the story to find out how a mouse can help a lion.

- (a) Ask the student to read the story out loud (page D16).
- (b) Ask the comprehension questions orally.
- (c) Have the student retell the story in his/her own words.

The Lion and the Mouse	COMPREHENSION QUESTIONS		Reading	
			<i>The ESL or ELD student can</i>	
<p>A lion was asleep. A mouse ran on the lion. The lion woke up. The lion put his paw on the mouse.</p> <p>“I will eat you,” said the lion.</p> <p>“No!” said the mouse. “If you let me go, one day I will help you.”</p> <p>The lion said, “How can a little mouse help a big lion?” “Ha! Ha! Ha!” laughed the lion, and he let the mouse go.</p> <p>One day the lion was trapped in a net. The lion roared. The mouse heard the lion, and went to help him. The mouse made a big hole in the net with his little teeth. The lion was free.</p> <p>“You see,” said the mouse, “A little friend can help a big friend.” (Flesch-Kincaid Readability grade 0.3)</p>	<input type="checkbox"/> detail <input type="checkbox"/> detail <input type="checkbox"/> vocabulary <input type="checkbox"/> detail	1. Who woke up the lion? (the mouse) 2. How did the lion catch the mouse? (He put his paw on the mouse) 3. What is a paw? (an animal’s foot) 4. What did the lion want to do to the mouse? (eat him)	Stage 2	<input type="checkbox"/> use strategies to assist in deriving meaning from text <input type="checkbox"/> understand familiar vocabulary <input type="checkbox"/> select main ideas <input type="checkbox"/> use some correct phrasing and rhythm when reading aloud
	<input type="checkbox"/> inference	5. Why did the lion agree to let the mouse go? (The mouse agreed to help the lion one day)		Stage 3
	<input type="checkbox"/> detail	6. What did the lion get trapped in? (a net)	Stage 4	
	<input type="checkbox"/> sequence <input type="checkbox"/> vocabulary <input type="checkbox"/> detail <input type="checkbox"/> cause and effect <input type="checkbox"/> creative	7. Tell three things that happened after the lion was trapped in the net. (The lion roared. The mouse heard the lion. The mouse made a hole in the net. The lion was free.) 8. What is a trap? (something used to catch an animal, a net). 9. How did the mouse help the lion? (He made a hole in the net with his teeth.) 10. Why did the lion laugh at the mouse? (He did not think that a little mouse could help a big lion) 11. How could someone your age help an older person? (answers will vary)		Comments/Observations:



The Lion and The Mouse

An Aesop's Fable -adapted by D. Biagi and A. Tierney

A lion was asleep. A mouse ran on the lion. The lion woke up. The lion put his paw on the mouse.

“I will eat you,” said the lion.

“No!” said the mouse. “If you let me go, one day I will help you.”

The lion said, “How can a little mouse help a big lion?”
“Ha! Ha! Ha!” laughed the lion, and he let the mouse go.

One day the lion was trapped in a net. The lion roared. The mouse heard the lion, and went to help him. The mouse made a big hole in the net with his little teeth. The lion was free.

“You see,” said the mouse, “A little friend can help a big friend.”

Writing

The Lion and the Mouse

Beginning	Middle	End

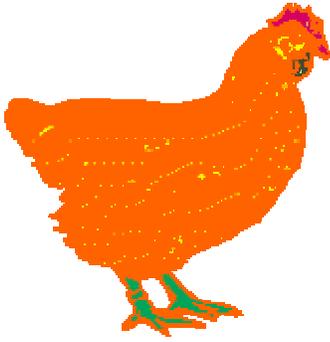
The Little Red Hen

Reading Introductory Statement: Read the story to find out what the Little Red Hen made. The illustration on page D21 may be used for further clarification of grinding wheat into flour, if necessary.

- (a) Ask the student to read the story silently (page D20).
- (b) Ask the comprehension questions orally.
- (c) Have the student retell the story in his/her own words

The Little Red Hen	COMPREHENSION QUESTIONS		Reading	
			<i>The ESL or ELD student can</i>	
<p>The little Red Hen was in the farmyard with her chickens, when she found a grain of wheat. "Who will plant this wheat?" she said.</p> <p>"Not I," said the Goose.</p> <p>"Not I," said the Duck.</p> <p>"I will, then," said the little Red Hen, and she planted the grain of wheat. When the wheat was ripe she said, "Who will take this wheat to the mill?"</p> <p>"Not I," said the Goose.</p> <p>"Not I," said the Duck.</p> <p>"I will, then," said the little Red Hen, and she took the wheat to the mill. When she brought the flour home she said, "Who will make some bread with this flour?"</p> <p>"Not I," said the Goose.</p> <p>"Not I," said the Duck.</p> <p>"I will, then," said the little Red Hen.</p> <p>When the bread was baked, she said, "Who will eat this bread?"</p> <p>"I will," said the Goose</p> <p>"I will," said the Duck</p> <p>"No, you won't," said the little Red Hen. "I will eat it myself. Cluck! cluck!" And she called her chickens to help her.</p> <p>(Flesch-Kincaid Readability grade 0.2)</p>	<input type="checkbox"/> detail	1. Where was the little Red Hen? (farmyard)	Stage 2	<input type="checkbox"/> use strategies to assist in deriving meaning from text
	<input type="checkbox"/> detail	2. What did she find? (grain of wheat)		<input type="checkbox"/> understand familiar vocabulary
	<input type="checkbox"/> vocabulary	3. What is a "grain of wheat"? (small seed)		<input type="checkbox"/> select main ideas
	<input type="checkbox"/> detail	4. Who did the little Red Hen ask to help? (goose and duck)		<input type="checkbox"/> use some correct phrasing and rhythm when reading aloud
	<input type="checkbox"/> inference	5. Did they help the little Red Hen? Why not? (No, they were lazy, didn't want to work, or were selfish.)	Stage 3	<input type="checkbox"/> describe story components
	<input type="checkbox"/> detail	6. What did the little Red Hen make? (bread)		<input type="checkbox"/> read and understand grade-appropriate text, with minimal assistance
	<input type="checkbox"/> sequence	7. How did the little Red Hen make the bread? (planted the seed, took the wheat to the mill, made flour, baked bread)		Comments/Observations:
	<input type="checkbox"/> vocabulary	8. Why did she go to the mill? (to make flour)		
	<input type="checkbox"/> detail	9. Who ate the bread? (Little Red Hen and her chickens)		
	<input type="checkbox"/> cause and effect	10. Why didn't the Red Hen share the bread with the Goose and the Duck? (They didn't help with the work.)		
	<input type="checkbox"/> predicting	11. What do you think will happen the next time Little Red Hen makes bread? Why? (answers will vary)		

The Little Red Hen



The little Red Hen was in the farmyard with her chickens, when she found a grain of wheat.

"Who will plant this wheat?" she said.

"Not I," said the Goose.

"Not I," said the Duck.



"I will, then," said the little Red Hen, and she planted the grain of wheat.



When the wheat was ripe she said, "Who will take this wheat to the mill?"

"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen, and she took the wheat to the mill.

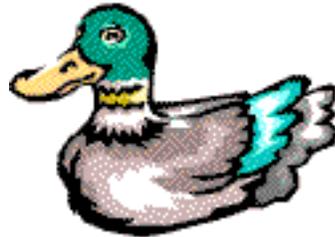


When she brought the flour home she said, "Who will make some bread with this flour?"

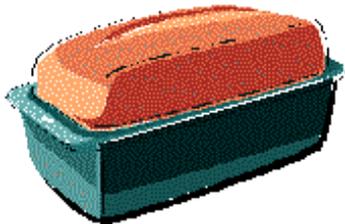
"Not I," said the Goose.

"Not I," said the Duck.

"I will, then," said the little Red Hen.



When the bread was baked, she said, "Who will eat this bread?"



"I will," said the Goose

"I will," said the Duck

"No, you won't," said the little Red Hen. "I will eat it myself."

Grinding Wheat into Flour



Writing

The Little Red Hen

Beginning	Middle	End

Night Eyes

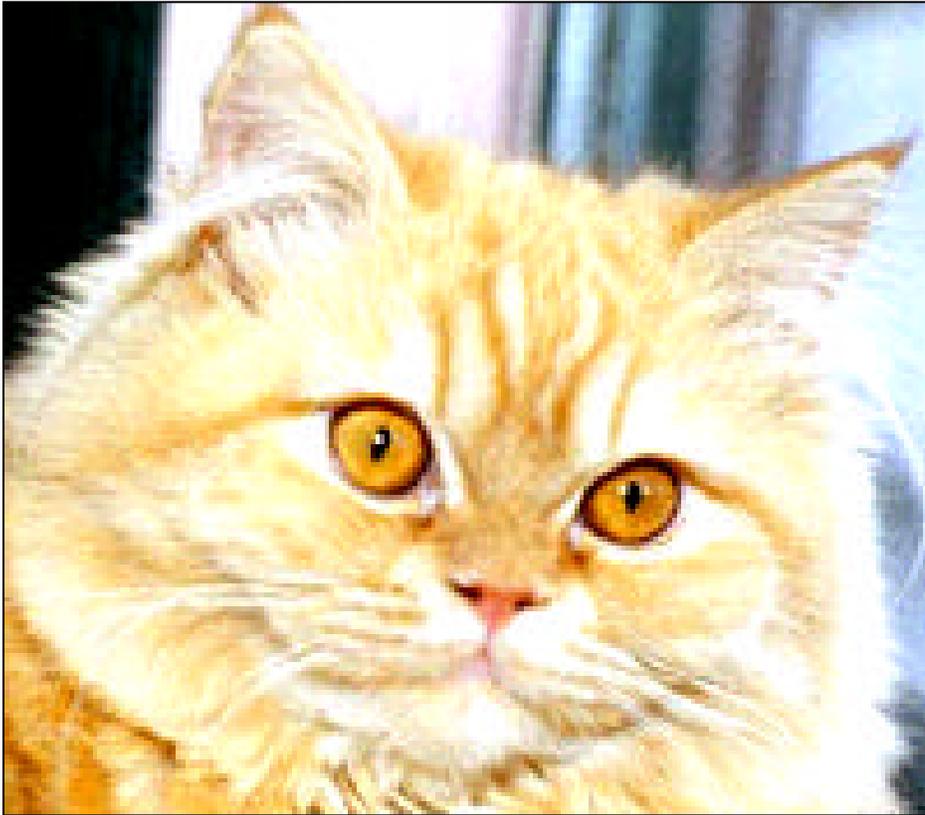
Reading Introductory Statement: What do you know about cats?

- (a) Introduce the story and read the question at the beginning of the story with the student and ask for a response.
- (b) Ask the student to read the story silently to find the author’s answer to his question (page D25) at the top of the story (Teacher may point to the question).
- (c) Have the student retell the author’s answer to the beginning question in his/her own words.
- (d) Ask the comprehension questions orally.

Night Eyes	COMPREHENSION QUESTIONS		Reading	
			<i>The ESL or ELD student can</i>	
<p><i>How does a cat see so well at night?</i></p> <p>Look at a cat’s eyes. The black slits in the center of the eyes are called the pupils. The pupils let light into the eyes. At night, when there is little light, the pupils open very wide. So even though it is dark, enough light enters the cat’s eyes to see tiny animals like mice.</p> <p>(Flesch-Kincaid Readability grade 3.6)</p>	<input type="checkbox"/> detail	1. Can a cat see at night? How do you know? (yes, pupils open wide to let light into the eye)	Stage 2	<input type="checkbox"/> use reading strategies to assist in deriving meaning from text
	<input type="checkbox"/> vocabulary	2. What is prey? (food)		<input type="checkbox"/> understand vocabulary
	<input type="checkbox"/> detail	3. How many pupils does a cat have? (2)		<input type="checkbox"/> select main ideas in short, familiar passages
	<input type="checkbox"/> vocabulary	4. What are pupils? (center of the eye)	Stage 3	<input type="checkbox"/> use some correct phrasing and rhythm when reading aloud
	<input type="checkbox"/> detail	5. Why can cats hunt well at night? (able to see tiny animals)		<input type="checkbox"/> describe story components
	<input type="checkbox"/> detail	6. What do cat’s want to see at night? Why? (food, answers will vary)	Stage 4	<input type="checkbox"/> read and understand grade-appropriate text, with minimal assistance
	<input type="checkbox"/> factual	7. What did you learn about cats? (answers will vary)		<input type="checkbox"/> recall and retell a written story
	<input type="checkbox"/> inference	8. At nighttime a cat’s pupils get wider, what happens during the daytime? (answers will vary)	<p>Comments/Observations:</p>	
	<input type="checkbox"/> factual	9. What do you see in the picture? (answers will vary)		
	<input type="checkbox"/> predicting	10. What happens after the cat sees a mouse. (answers will vary)		
<input type="checkbox"/> creative	11. What other animals have “night eyes”? (owls, tigers, dogs, wolves, etc.)			

Night Eyes

How does a cat see so well at night?



Look at a cat's eyes. The black slits in the center of the eyes are called the **pupils**. The pupils let light into the eyes. At night, when there is little light, the pupils open very wide. So even though it is dark, enough light enters the cat's eyes to see tiny animals like mice.

Animal Sensors, text by Greg Pyers Rigby

Writing

Night Eyes



Writing

Night Eyes



Vegetable Soup

Reading Introductory Statement: Read the story to find out how to make vegetable soup.

- (a) Ask the student to read the illustrated cards silently (page D30).
- (b) Ask the comprehension questions orally.
- (c) Cut and laminate the illustrated steps (page D31). Mix up the sequence and give to the student.
- (d) Have the student sequence the cards and retell how to make vegetable soup in his/her own words.

Vegetable Soup	COMPREHENSION QUESTIONS		Reading	
			<i>The ESL or ELD student can</i>	
1. Wash and prepare vegetables. 2. Put vegetables into the soup pot. 3. Add water, a little salt and pepper and bay leaf. Stir. 4. Put on lid and simmer for 2 hours 5. Turn off the stove. 6. To serve, ladle into bowls. (Flesch-Kincaid Readability 2.7)	<input type="checkbox"/> Factual	1. What ingredients/food do you need to make vegetable soup?	Stage 1	<input type="checkbox"/> begin to apply sight-recognition, phonic, predictive, and contextual reading strategies
	<input type="checkbox"/> Factual	2. What utensils/tools do you need to make vegetable soup?		<input type="checkbox"/> recognize frequently used classroom vocabulary
	<input type="checkbox"/> detail	3. Describe how to make vegetable soup?		<input type="checkbox"/> begin to acquire English vocabulary
	<input type="checkbox"/> inference	4. Why is it important to wash the vegetables first?		<input type="checkbox"/> begin to identify the main ideas of simple passages with familiar vocabulary and supporting visual cues
	<input type="checkbox"/> inference	5. Why do we put the lid on the pot when cooking the vegetables?		<input type="checkbox"/> follow brief written instructions
	<input type="checkbox"/> predicting	6. What would happen if you cooked the soup for 5 minutes? 5 hours?	Stage 2	<input type="checkbox"/> use reading strategies to assist in deriving meaning
	<input type="checkbox"/> creative	7. Do you think you would enjoy a bowl of this vegetable soup? Why or why not?		<input type="checkbox"/> understand short, simple phrases and sentences, instructions, and brief notes
	<input type="checkbox"/> creative	8. What would you add to this soup to make it better?		<input type="checkbox"/> identify main ideas and key information in text
	<input type="checkbox"/> sequence	9. Sequence the cards to show the steps to make vegetable soup?		<input type="checkbox"/> begin to extract information, with assistance
Comments/Observations				

Vegetable Soup

Writing:

Ask the student to write a recipe for or describe something he/she has made or would like to make. *(Teacher supplies paper and pencil for activity.)*

Task		Writing
		<i>The ESL or ELD student can:</i>
<p>1. Write a recipe of something you have made or would like to make.</p> <p style="text-align: center;">Or</p> <p>2. Write about something you have made or would like to make.</p> <p>3. You may wish to organize your ideas before you begin to write.</p>	Stage 1	<ul style="list-style-type: none"> <input type="checkbox"/> produce the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line <input type="checkbox"/> begin to apply knowledge of common writing conventions <input type="checkbox"/> begin (with assistance) to use subject-predicate order, simple verb tenses, adjectives, adverbs, and common prepositions of location and direction <input type="checkbox"/> write short, coherent patterned compositions
	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> begin to use common tenses, spelling, capitalization, and punctuation with some accuracy <input type="checkbox"/> use conventional spelling for common and personally relevant words <input type="checkbox"/> write appropriate responses using short sentences, phrases, or graphic organizers <input type="checkbox"/> use cursive writing
	Stage 3	<ul style="list-style-type: none"> <input type="checkbox"/> organize and sequence ideas <i>(stage 2 for ELD students)</i> <input type="checkbox"/> write messages, captions, and short notes, with few errors <input type="checkbox"/> make notes in some detail on familiar topics <input type="checkbox"/> produce prose using appropriate verb tenses, connectors, and subject-verb agreement, with some accuracy <input type="checkbox"/> begin to use variety in vocabulary and sentence structure <input type="checkbox"/> use paragraphs when writing descriptions and narratives <input type="checkbox"/> write short, original compositions on topics of personal or academic interest or knowledge
Comments/Observations:		
<p>If the student is able to complete these tasks without difficulty, proceed to a story with a higher reading level.</p>		

What do you see?

Writing

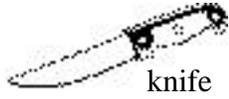
- (a) Ask the student to draw a picture of an animal that he/she would like to have as a pet (or is a favourite).
- (b) Write about the picture.

The writing may be in first language or English, single words, short phrases, or sentences.

Task	Writing	
	<i>The ESL or ELD student can:</i>	
1. Draw a picture of an animal that you would like to have as a pet or draw a picture of your favourite animal. 2. Write about the animal.	Stage 1	<ul style="list-style-type: none"> <input type="checkbox"/> begin to dictate labels, phrases, and sentences to a scribe <input type="checkbox"/> print the English alphabet in upper- and lower-case letters <input type="checkbox"/> write some personally relevant words <input type="checkbox"/> express ideas through drawing, writing in the first language, and labelling
	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> compose short, simple, patterned sentences based on learned phrases and classroom discussion <input type="checkbox"/> write some common and personally relevant words <input type="checkbox"/> use capital letters and final punctuation <input type="checkbox"/> begin to use basic sentence structures (e.g., statements, questions)
Comments/Observations:		
If the student is able to complete these tasks without difficulty, proceed to the next story with a higher reading level.		

Vegetable Soup

You need:

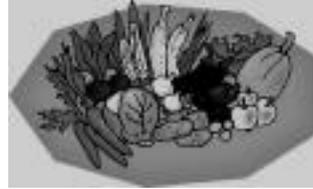


knife

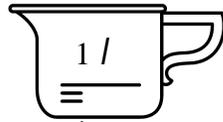


soup pot

your favourite vegetables



cutting board



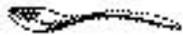
metric measure



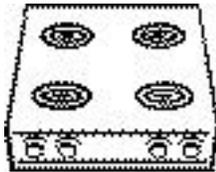
ladle



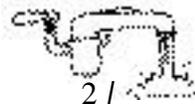
bay leaf



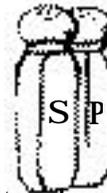
wooden spoon



stove

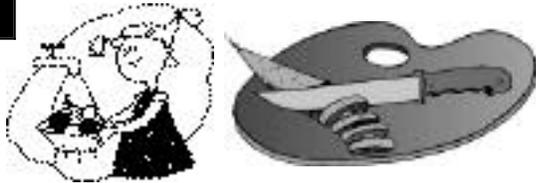


water



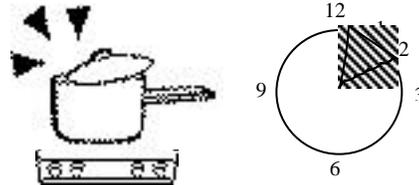
salt and pepper

1



Wash and prepare vegetables.

4



Put on lid and simmer for 2 hours.

2



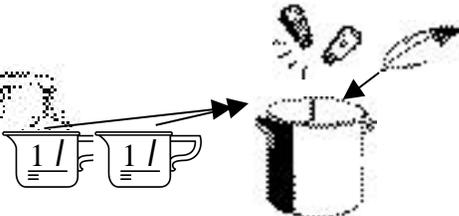
Put vegetables into the soup pot.

5



Turn off the stove.

3



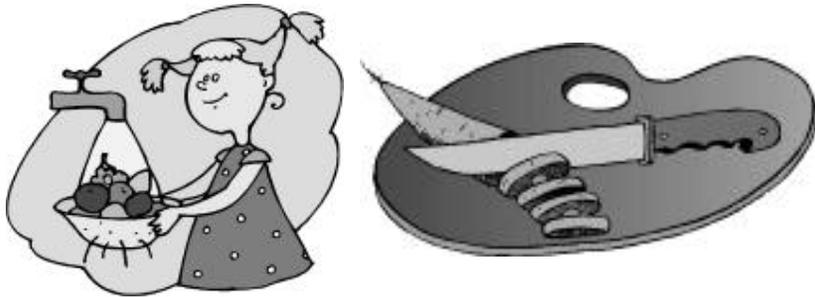
Add water, a little salt and pepper and bay leaf. Stir.

6

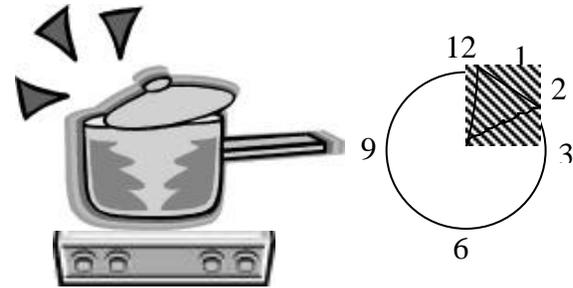


To serve, ladle into bowls.

Assessment D, Junior–Vegetable Soup: Sequence the pictures. *(Teachers may wish to use this copy to cut out and laminate)*



Wash and prepare vegetables.



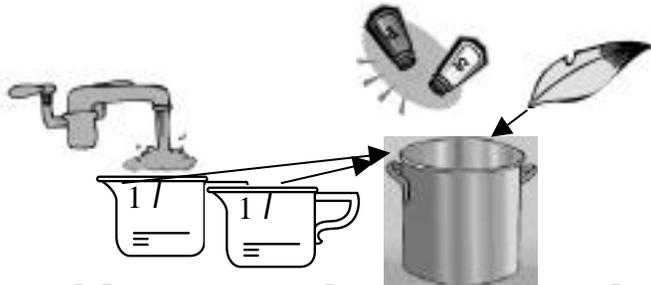
Put on lid and simmer for 2 hours.



Put vegetables into the soup pot.



Turn off the stove.



Add water, a little salt and pepper and bay leaf. Stir.



To serve, ladle into bowls.

Barry the Bat

Reading Introductory Statement: What do you think a bat might be afraid of? Read the story to find out what frightens Barry the Bat.

- (a) Ask the student to read the story silently (page D35).
- (b) Ask the comprehension questions orally or in writing (see page D36).
- (c) Ask the student to orally retell the story in his/her own words.

<p>Barry the bat was just three months old. (Bats live much shorter lives than human beings, so three months old in bat years is about the same as three years old for human beings.)</p> <p>Sometimes when Barry was sleeping snug upside down in his cave he would wake up suddenly and get afraid of the light. Whenever he became frightened like this, he'd give out a short chirp. Mom would come flying over right away, using her sonar to avoid bumping into all the walls of the cave. "Honey, are you all right?" she asked in her lovely high-pitched voice.</p> <p>"Well, I suddenly woke up, and I'm sort of afraid of the light," replied Barry.</p> <p>"Afraid of the light? You don't need to be afraid of the light. Here, why don't we move you over to a darker part of the cave, so that you can feel a little safer."</p> <p>"But mom, can you leave the darkness on all night," chirped Barry. "If I need to get up to go to the bathroom, I don't want it to be all scary and light."</p>	<p>"Sure, honey, I'll leave the darkness on all night.</p> <p>That way, if you need to go to the bathroom you can find your way easily by using your sonar." "Thanks Mom. Can you give me a hug before going to sleep?"</p> <p>"Why certainly, I'll give you a hug before going to sleep - - - so long as you immediately hang upside down and go to sleep."</p> <p>"But Mom. What if I hang upside down and still don't fall asleep?"</p> <p>"Oh, you'll fall asleep in no time at all. Once you get all comfortable hanging upside down, you'll just feel drowsy and fall asleep. You know, I'm feeling so tired that I could just hang upside down and fall right asleep myself. Goodnight honey- bunch."</p> <p>"Goodnight, Mom," chirped Barry as his upside down head swayed off to sleep.</p> <p style="text-align: right;">(Flesch-Kincaid Readability 4.2)</p>
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COMPREHENSION QUESTIONS		Reading			
		<i>The ESL or ELD student can</i>			
<input type="checkbox"/> factual <input type="checkbox"/> factual <input type="checkbox"/> factual <input type="checkbox"/> factual <input type="checkbox"/> factual <input type="checkbox"/> factual <input type="checkbox"/> vocabulary <input type="checkbox"/> creative <input type="checkbox"/> inference <input type="checkbox"/> creative <input type="checkbox"/> creative <input type="checkbox"/> vocabulary <input type="checkbox"/> vocabulary <input type="checkbox"/> creative	1. How old is Barry the bat? How old is he in human years? (three months, three years)	Stage 2	<input type="checkbox"/> use reading strategies to assist in deriving meaning <input type="checkbox"/> identify main ideas and key information in text <input type="checkbox"/> begin to extract information, with assistance <input type="checkbox"/> begin to show some fluency in oral reading <input type="checkbox"/> expand academic vocabulary		
	2. Where do bats live? (caves)		Stage 3	<input type="checkbox"/> skim and scan for key information in reading materials with familiar vocabulary and context <input type="checkbox"/> summarize a story, identifying the main idea and some details <input type="checkbox"/> understand grade-appropriate text with assistance <input type="checkbox"/> use academic vocabulary, including subject-specific language, with support	
	3. Describe how Barry the bat sleeps? (upside down)			Stage 4	<input type="checkbox"/> understand unfamiliar text that may contain complex sentence structures and have few visual context clues <input type="checkbox"/> use vocabulary-acquisition strategies <input type="checkbox"/> figure out unfamiliar vocabulary in a familiar context
	4. What problem is Barry having? (He's afraid of the light.)				Comments/Observations:
	5. What did Barry do when he was frightened? (gave out a short chirp)				
	6. How did Barry's mom help Barry? (She moved him to a darker part of the cave.)				
	7. Barry's mom used sonar to avoid bumping into all the walls of the cave. What is sonar? (means of determining position by transmitting sound waves)				
	8. How does sonar help bats avoid bumping into the walls? (answers will vary)				
	9. Why is Barry afraid of the light? (bats sleep during the daytime)				
	10. Was there anything you were afraid of when you were a little boy/girl? Explain. (answers will vary)				
	11. Barry wanted a hug. Are hugs helpful? How? (answers will vary)				
	12. Barry's mom said, "Once you get all comfortable hanging upside down, you'll just feel drowsy and fall asleep." What does drowsy mean? (sleepy)				
	13. "Goodnight, Mom," chirped Barry as his upside down head swayed off to sleep. What does swayed mean? (swing back and forth)				
	14. What do you think Barry dreamed of after he went to sleep? Why? (answers will vary)				



Barry the Bat

Barry the bat was just three months old. (Bats live much shorter lives than human beings, so three months old in bat years is about the same as three years old for human beings.)

Sometimes when Barry was sleeping snug upside down in his cave he would wake up suddenly and get afraid of the light. Whenever he became frightened like this, he'd give out a short chirp. Mom would come flying over right away, using her sonar to avoid bumping into all the walls of the cave. "Honey, are you all right?" she asked in her lovely high-pitched voice.

"Well, I suddenly woke up, and I'm sort of afraid of the light," replied Barry.

"Afraid of the light? You don't need to be afraid of the light. Here, why don't we move you over to a darker part of the cave, so that you can feel a little safer."

"But mom, can you leave the darkness on all night," chirped Barry. "If I need to get up to go to the bathroom, I don't want it to be all scary and light."

"Sure, honey, I'll leave the darkness on all night.

That way, if you need to go to the bathroom you can find your way easily by using your sonar." "Thanks Mom. Can you give me a hug before going to sleep?"

"Why certainly, I'll give you a hug before going to sleep - - - so long as you immediately hang upside down and go to sleep."

"But Mom. What if I hang upside down and still don't fall asleep?"

"Oh, you'll fall asleep in no time at all. Once you get all comfortable hanging upside down, you'll just feel drowsy and fall asleep. You know, I'm feeling so tired that I could just hang upside down and fall right asleep myself. Goodnight honey- bunch."

"Goodnight, Mom," chirped Barry as his upside down head swayed off to sleep.



Phil Shapiro

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Barry the Bat

Answer the following questions.

1. How old is Barry the bat?

2. Where do bats live?

3. Describe how Barry the bat sleeps?

4. What problem is Barry having?

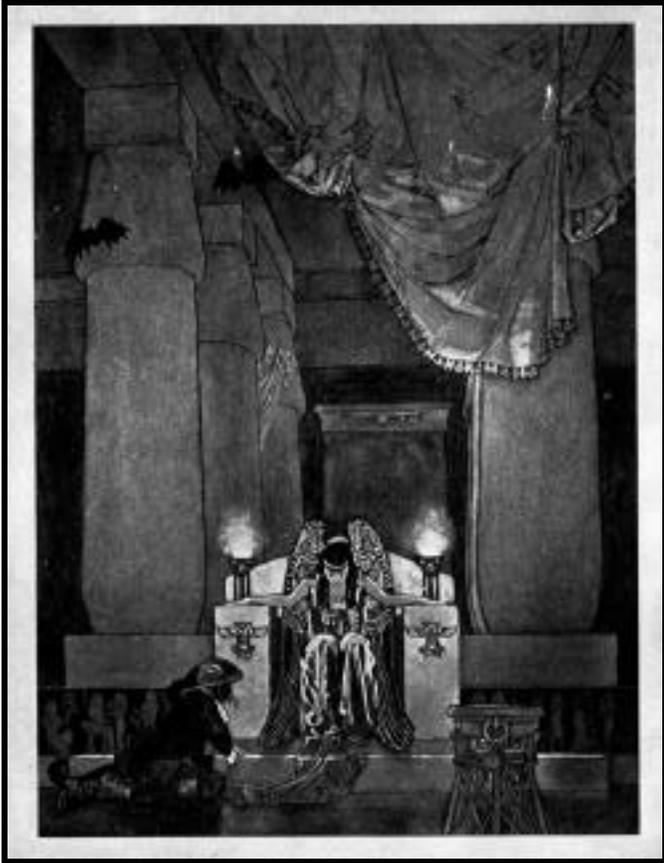
5. How did Barry's mom help Barry?

6. Barry's mom used sonar to avoid bumping into all the walls of the cave. What is sonar?

7. Was there anything you were afraid of when you were a little boy/girl? Explain.

Barry the Bat

Writing:



Saul's Question

Reading Introductory Statement: **Read the story to find out what was Saul's question.**

- (a) Ask the student to read the story silently (page D41-42).
- (b) Ask the comprehension questions orally or in writing (see page D43).
- (c) Ask the student to orally retell the story in his/her own words.

Saul needs to know how many feet a caterpillar has. He didn't even have to think about it. He went straight to the public library with his question.

He walked straight up to the young man at the big desk in front of the library. "I have a question about caterpillars," Saul said. "Are you the right person to talk to?"

The friendly young man smiled and said, "Not really. My job is to sign out books from the library. The best person to talk with would be someone at the reference desk. They will surely help you find an answer to your caterpillar question."

So Saul sauntered over to the reference desk in the other room and walked right up to the desk. "I have a question about caterpillars," Saul asked politely.

The reference librarian smiled and said, "Tell me your question and I'll tell you how to find an answer." The reference librarian really looked as if she knew a lot about a lot of things. She looked as if she knew the answer to hundreds and hundreds of questions.

Saul spoke up loud and clear, "I'm writing a report about caterpillars for school. I need to find out how many feet a caterpillar has."

"Hmmmmm," said the librarian. "That sounds like an interesting question. I bet we could find the answer to that question if we looked for it together." Saul was so glad that she was going to help him find the answer to his question. Sometimes the library seemed like such a big

place that a little boy could get lost forever in between two big stacks of books.

"Let's go over and look at the encyclopedia first," said the helpful librarian. "We can look in the encyclopedia with the letter 'c' on it. Since the word caterpillar starts with the letter 'c', the best place to look in the encyclopedia would be in the 'c' book."

This sounded like a fine idea to Saul. He was secretly hoping to find a big color picture of a caterpillar, but he didn't say anything to the librarian about his secret wish.

So the two of them walked over to the shelf with the encyclopedias. Saul helped the librarian find the book with the letter 'c' on it. The librarian helped Saul lift the heavy book off the shelf. Together they were going to find the answer to Saul's caterpillar question.

As the librarian flipped the pages of the encyclopedia, Saul could see the book had many, many color pictures. The book also had lots and lots and lots of writing beside the pictures.

"Here it is!" shouted the librarian. I found the place about caterpillars in the encyclopedia.

And sure enough, right there on the page were three whole paragraphs about caterpillars. And a picture too! A color picture of a caterpillar.

You could even see the caterpillar's face. Would you believe the caterpillar's face looked like old Mr. Olgar at the grocery store? Of course

you had to use your imagination to see the resemblance.

Now while Saul was dreaming of imaginary caterpillars and grocery stores, the friendly librarian was carefully reading everything the encyclopedia had to say about caterpillars. "Here's what we've been looking for," the friendly librarian said. "It says here that a caterpillar has twelve different parts, and that each part has three legs. Gee, that sounds like a multiplication problem to me," she said.

"But I'm afraid my arithmetic is a little rusty these days. They completely forgot to teach multiplication at library school. Perhaps you could help me with this part?"

Saul thought it over and decided he could lend a hand at this point. Besides, he was pretty handy at doing math problems in the classroom.

In no time at all Saul whipped out his trusty pencil. He yanked a piece of scrap paper out of the trash can beside the desk. He wrote the multiplication problem exactly as it was supposed to look.

Then he took a deep breath and got to work. The friendly librarian peered over his shoulder as if she might be able to learn a little arithmetic, too.

"Thirty-six!" Saul blurted out. "A caterpillar has thirty-six legs."

And with that, the librarian slammed the book shut and walked off with a big smile on her face.

Saul was feeling mighty fine himself...

(Flesch-Kincaid Readability 6.2)

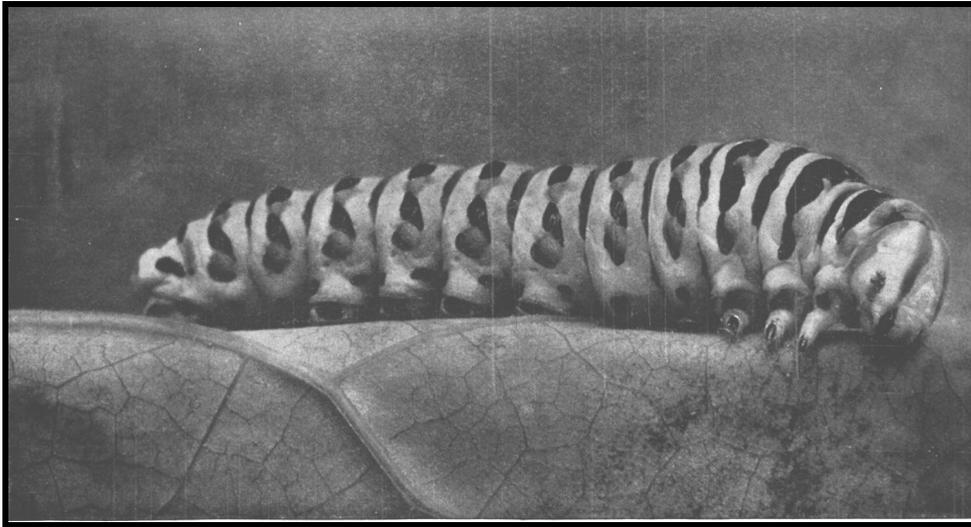
COMPREHENSION QUESTIONS		Reading	
		<i>The ESL or ELD student can</i>	
<input type="checkbox"/> factual	1. What is a library? (<i>a place for books</i>)	Stage 2	<input type="checkbox"/> use reading strategies to assist in deriving meaning
<input type="checkbox"/> factual	2. Why did Saul go to the library? (<i>He needed to know the number of legs a caterpillar had.</i>)		<input type="checkbox"/> identify main ideas and key information in text
<input type="checkbox"/> factual	3. What did Saul do at the library to find his answer. (<i>asked the reference librarian</i>)		<input type="checkbox"/> begin to extract information, with assistance
<input type="checkbox"/> vocabulary	4. Saul sauntered over to the reference desk. What do you think sauntered means? (<i>walked</i>)		<input type="checkbox"/> begin to show some fluency in oral reading
<input type="checkbox"/> factual	5. Why was Saul happy to get help from someone at the library? (<i>sometimes the library seemed very big</i>)	Stage 3	<input type="checkbox"/> expand academic vocabulary
<input type="checkbox"/> factual	6. What was Saul's secret wish? Did he get it? (<i>He wanted to find a big colour picture. Yes</i>)		<input type="checkbox"/> skim and scan for key information in reading materials with familiar vocabulary and context
<input type="checkbox"/> inference	7. Why do you think Saul wanted to see a coloured picture of a caterpillar? (<i>Answers will vary.</i>)		<input type="checkbox"/> summarize a story, identifying the main idea and some details
<input type="checkbox"/> creative	8. What do you think Mr. Olgar's face looks like? (<i>Answers will vary.</i>)	Stage 4	<input type="checkbox"/> understand grade-appropriate text with assistance
<input type="checkbox"/> vocabulary	9. What is an encyclopedia? (<i>reference book</i>)		<input type="checkbox"/> use academic vocabulary, including subject-specific language, with support
<input type="checkbox"/> factual	10. Why did the librarian want the "c" book? (<i>caterpillar begins with "c".</i>)	Comments/Observations:	
<input type="checkbox"/> factual	11. How many feet does a caterpillar have? (<i>36</i>)		
<input type="checkbox"/> factual	12. How did the librarian and Saul figure this out? (<i>12 parts times 3 legs</i>)		
<input type="checkbox"/> inference	13. The librarian said, "I'm afraid my arithmetic is a little rusty these days." What do you think she means by that? (<i>answers will vary</i>)		
<input type="checkbox"/> creative	14. Why do you think Saul needed to find out how many feet the caterpillar had? (<i>answers will vary</i>)		
<input type="checkbox"/> factual	15. How does Saul feel at the end of the story? (<i>pleased, satisfied</i>)		
<input type="checkbox"/> creative	16. What makes you feel "mighty fine about yourself"? (<i>answers will vary</i>)		

Saul's Question

Writing:

- (a) Choose one of the following activities.
- (b) Ask the student to write a non-fictional story or descriptive paragraph.
- (c) Use illustrations (page D44) of the caterpillar's life cycle to brainstorm a word web.

Tasks		Writing
		<i>The ESL or ELD student can:</i>
<p>1. This story is about a boy's visit to the library. Choose a place you have visited and describe it. Tell about who works there and why you went there. Some places you might write about are school, a hospital, a mall, school trip, etc.)</p> <p>2. Describe the life cycle of a caterpillar using the graphic organizer. Use this information to write a descriptive paragraph.</p>	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> begin to use common tenses, spelling, capitalization, and punctuation with some accuracy <input type="checkbox"/> use conventional spelling for common and personally relevant words <input type="checkbox"/> write appropriate responses using short sentences, phrases, or graphic organizers <input type="checkbox"/> use cursive writing
	Stage 3	<ul style="list-style-type: none"> <input type="checkbox"/> organize and sequence ideas (<i>stage 2 for ELD students</i>) <input type="checkbox"/> write messages, captions, and short notes, with few errors <input type="checkbox"/> make notes in some detail on familiar topics <input type="checkbox"/> produce prose using appropriate verb tenses, connectors, and subject-verb agreement, with some accuracy <input type="checkbox"/> begin to use variety in vocabulary and sentence structure <input type="checkbox"/> use paragraphs when writing descriptions and narratives <input type="checkbox"/> write short, original compositions on topics of personal or academic interest or knowledge <input type="checkbox"/> respond in writing to questions
	Stage 4	<ul style="list-style-type: none"> <input type="checkbox"/> use grade-appropriate vocabulary <input type="checkbox"/> produce, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors <input type="checkbox"/> use verb tenses effectively <input type="checkbox"/> write with a clear focus, coherent organization, and varied vocabulary
<p>Comments/Observations:</p>		
<p>If the student is at stage 4 and able to complete these tasks without difficulty, he/she is working at grade-level.</p>		



Saul's Question

Saul needs to know how many feet a caterpillar has. He didn't even have to think about it. He went straight to the public library with his question.

He walked straight up to the young man at the big desk in front of the library. "I have a question about caterpillars," Saul said. "Are you the right person to talk to?"

The friendly young man smiled and said, "Not really. My job is to sign out books from the library. The best person to talk with would be someone at the reference desk. They will surely help you find an answer to your caterpillar question."

So Saul sauntered over to the reference desk in the other room and walked right up to the desk. "I have a question about caterpillars," Saul asked politely.

The reference librarian smiled and said, "Tell me your question and I'll tell you how to find an answer." The reference librarian really looked as if she knew a lot about a lot of things. She looked as if she knew the answer to hundreds and hundreds of questions.

Saul spoke up loud and clear, "I'm writing a report about caterpillars for school. I need to find out how many feet a caterpillar has."

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So the two of them walked over to the shelf with the encyclopedias. Saul helped the librarian find the book with the letter 'c' on it. The librarian helped Saul lift the heavy book off the shelf. Together they were going to find the answer to Saul's caterpillar question.

As the librarian flipped the pages of the encyclopedia, Saul could see the book had many, many color pictures. The book also had lots and lots and lots of writing beside the pictures.

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And sure enough, right there on the page were three whole paragraphs about caterpillars. And a picture too! A color picture of a caterpillar.

You could even see the caterpillar's face. Would you believe the caterpillar's face looked like old Mr. Olgar at the grocery store? Of course you had to use your imagination to see the resemblance.

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Then he took a deep breath and got to work. The friendly librarian peered over his shoulder as if she might be able to learn a little arithmetic, too.

"Thirty-six!" Saul blurted out. "A caterpillar has thirty-six legs."

And with that, the librarian slammed the book shut and walked off with a big smile on her face.

Saul was feeling might fine himself...

Phil Shapiro

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Internet: pshapiro@his.com

Saul's Question

Answer the following questions in complete sentences.

1. Why did Saul go to the library?

2. Saul sauntered over to the reference desk. What do you think sauntered means?

3. Why do you think Saul wanted to see a coloured picture of a caterpillar?

4. What do you think Mr. Oglar's face looks like?

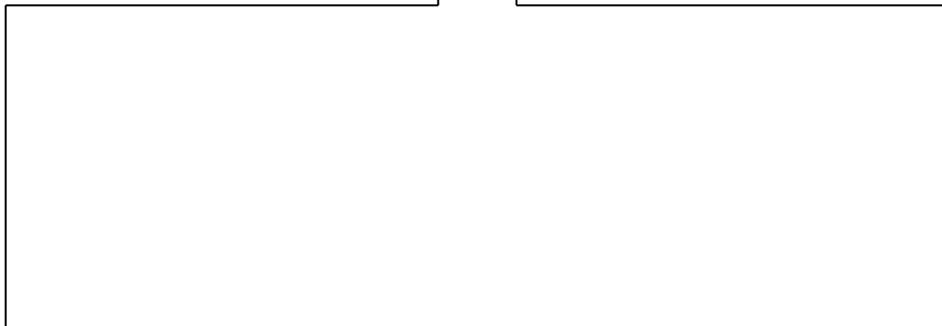
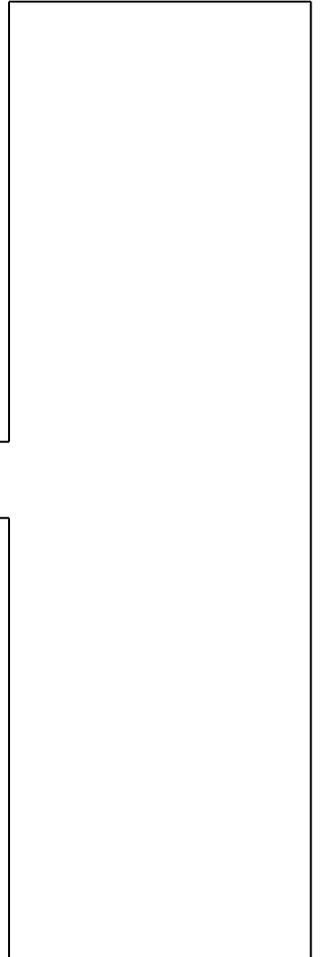
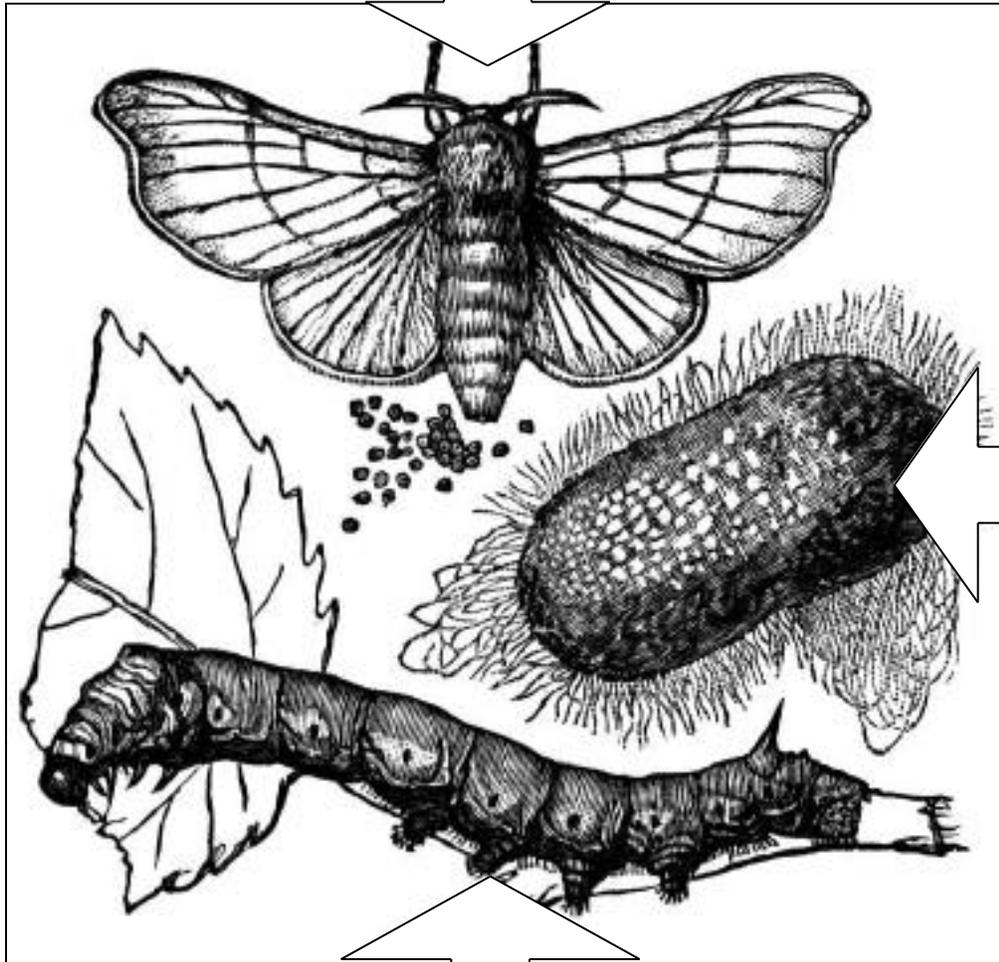
5. How many feet does a caterpillar have? How do you know?

6. Why do you think Saul needed to find out how many feet the caterpillar had?

7. What makes you feel "mighty fine" about yourself? Explain.

Saul's Question

Writing: Word Web.



Saul's Question

Writing: Background Information on the caterpillar.

The **larva** of a butterfly or a moth is also known as a *caterpillar*. Caterpillars may be hairy, spiny, or smooth-skinned. They may be a single color or have striking color patterns. Caterpillars differ from the adult in having suckerlike *prolegs* on the abdomen and chewing mouthparts. The adult lacks prolegs and has sucking mouthparts. In addition, caterpillars have no wings.

Caterpillars grow rapidly, *molting* (shedding) their outer skins several times. After about a month in the larval stage, a butterfly *caterpillar* deposits a pad of silk on a twig or other support and attaches itself there. Then it molts once more to enter the third stage of metamorphosis, the *pupa*. Many moths form a silken cocoon before molting to the pupal stage. Other moths pupate in underground cells or in plant stems.

The **pupa**. During the pupal stage, the developing butterfly or moth is inactive. The butterfly pupa, also called a *chrysalis*, is protected only by its abdomen. Within the pupal case, larval structures are replaced by those of the adult. Usually there is a another period of inactivity, known as *diapause*, in which even these changes cease. The pupal stage is ideal for passing periods of environmental extremes, such as drought or winter. The pupal stage may last only a few days, or several months, depending on climate and species.

The **adult**. The adult insect, also called the *imago*, emerges by pushing against its pupal casing, which splits open. The adult crawls onto a twig or other support and pumps blood into its shrunken wings until they are full-size and strong. It then flies away to feed on liquid food, such as flower nectar or tree sap, and carry out its reproductive functions.

World Book Multimedia Encyclopedia & Information Finder, CD

Mary Had Some Bubble Gum

Reading Introductory Statement: Read the story to find out the problem.

- (a) Ask the student to read the story silently (page D48).
- (b) Ask the comprehension questions orally.

Mary Had Some Bubble Gum	COMPREHENSION QUESTIONS		Reading	
			<i>The ESL or ELD student can</i>	
<p>Mary had some bubble gum, she chewed it long and slow, and everywhere that Mary went her gum was sure to go. She chewed the gum in school one day, which was against the rule. The teacher took her pack away and chewed it after school.</p> <p>(Readability undetermined)</p>	<input type="checkbox"/> detail <input type="checkbox"/> main idea <input type="checkbox"/> cause and effect <input type="checkbox"/> vocabulary <input type="checkbox"/> detail <input type="checkbox"/> creative <input type="checkbox"/> predicting	<ol style="list-style-type: none"> 1. What did Mary have? (<i>bubble gum</i>) 2. What was the problem? (<i>chewed gum at school</i>) 3. What did the teacher do? Why? (<i>took the gum, answers will vary</i>) 4. What is a pack? (<i>a package of gum</i>) 5. What did the teacher do with the gum? (<i>chewed it</i>) 6. Should the teacher have chewed the gum? Why or why not? (<i>answers will vary</i>) 7. What do you think Mary will do tomorrow? (<i>answers will vary</i>) 	Stage 1	<input type="checkbox"/> begin to apply some reading strategies <input type="checkbox"/> recognize frequently used classroom vocabulary <input type="checkbox"/> identify the main ideas of simple passages with familiar vocabulary and supporting visual cues
			Stage 2	<input type="checkbox"/> begin to use reading strategies to derive meaning from texts <input type="checkbox"/> begin to use vocabulary-acquisition strategies: <input type="checkbox"/> understand short, simple phrases and sentences in material with familiar vocabulary and context <input type="checkbox"/> identify main ideas and key information in text <input type="checkbox"/> begin to show some fluency in oral reading (<i>stage 1 for ELD students</i>)
Comments/Observations				

Mary Had Some Bubble Gum

Writing: Should students be allowed to chew gum in school?

- (a) Using a T-chart (page D49), ask the student to describe the benefits and disadvantages to chewing gum in school. (Teacher may need to scribe responses)
- (b) Using the information from the T-chart have the student write a letter to his/her teacher explaining how he/she feels about chewing gum in school. (See attached letter template, page D50)

Task	Writing	
	<i>The ESL or ELD student can:</i>	
<p>1. Use the T-chart, to describe the benefits and disadvantages to chewing gum in school</p> <p>2. Use this information from the T-chart to write a letter to your teacher explaining how you feel about chewing gum in school.</p>	Stage 1	<ul style="list-style-type: none"> <input type="checkbox"/> produce the English alphabet in legible cursive and printed using left-to-right progression and writing on the line <input type="checkbox"/> copy text, accurately <input type="checkbox"/> begin to apply knowledge of basic writing conventions <input type="checkbox"/> begin to use simple verb tenses, questions, plurals, and common prepositions of location, direction, and time <input type="checkbox"/> write short, coherent, patterned compositions <input type="checkbox"/> begin to use acceptable formats
	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> begin to use common tenses, spelling, capitalization, and punctuation, with some accuracy <input type="checkbox"/> use conventional spelling for common and personally relevant words <input type="checkbox"/> write appropriate responses using short sentences, phrases, or graphic organizers
	Stage 3	<ul style="list-style-type: none"> <input type="checkbox"/> produce prose using appropriate verb tenses, connectors, subject-verb agreement, noun, adjective and adverb phrases, and clauses, and conventional spelling, with some accuracy <input type="checkbox"/> organize and sequence ideas effectively <input type="checkbox"/> begin to use variety in vocabulary and sentence structure <input type="checkbox"/> use paragraphs when writing descriptions and narratives <input type="checkbox"/> write letters, following the appropriate conventions
Comments/Observations:		
<p>If the student is able to complete these tasks without difficulty, proceed to a story with a higher reading level.</p>		

Mary Had Some Bubble Gum

by Anonymous

Mary had some bubble gum,
she chewed it long and slow,
and everywhere that Mary went
her gum was sure to go.
She chewed the gum in school one day,
which was against the rule.
The teacher took her pack away
and chewed it after school.

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Mary Had Some Bubble Gum

Writing: T-Chart

Should students be allowed to chew gum in school?

Reasons they should...

Reasons they should not...

Mary Had Some Bubble Gum

Writing: Letter

Dear _____

Sincerely,

They Forgot to Plant an Acorn on the Moon

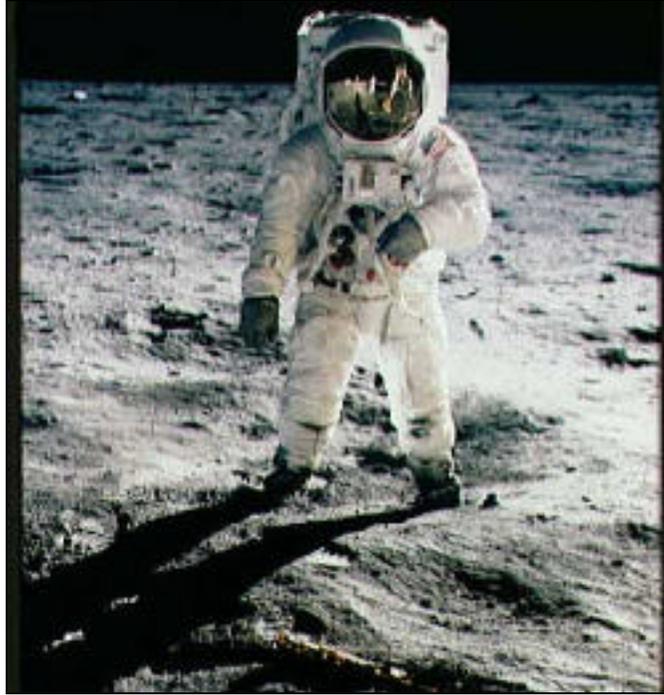
Reading Introductory Statement: **Read the story to find out why they forgot to plant the acorn.**

- (a) Ask the student to read the story silently (page D54-55).
- (b) Ask the comprehension questions orally or in writing (see page D56).
- (c) Ask the student to tell why they forgot to plant the acorn.

<p>The surface of the moon looks a lot like a desert. It's dry, rocky, and sandy. There are no plants on the moon. Not even a small cactus.</p> <p>In the year 1969 human beings from planet Earth first stepped on the moon. They walked around a bit and collected some moon rocks to take back with them. By mistake, they forgot to plant the acorn.</p> <p>They had brought an acorn with them, along with a watering can and some potting soil. They were supposed to plant the acorn a few hundred yards away from the spaceship, but they forgot. They plain forgot.</p> <p>You can't really blame them though. They had so much else to do. Every minute of every day they had something important to do. People from NASA were telling them what to do over the radio.</p> <p>But what if they had remembered to plant the acorn? What if they had dug down a couple of inches in the loose soil, dropped some</p>	<p>sweet-smelling potting soil into the hole, and gently placed the acorn in its new home? What if they covered the acorn with some more sweet-smelling potting soil, and gently watered it with their watering can?</p> <p>An acorn doesn't need a lot of things to grow. It needs water, it needs soil, it needs sunlight, and it needs carbon dioxide gas. Now, there's plenty of soil and plenty of sunlight on the moon. But water and carbon dioxide are in short supply. That's why the astronauts brought a watering can with them.</p> <p>They also brought a small plastic greenhouse with them. The plan was to place the greenhouse right over the planted acorn. Then the greenhouse was supposed to be filled with carbon dioxide gas.</p> <p>After the acorn sprouted, it would pop up through the soil right in the middle of the greenhouse. There would be lots of water, soil, sunlight, and carbon dioxide for the small plant to grow tall and strong.</p>	<p>Plants both produce and consume carbon dioxide. A plant placed in a closed bottle, with good soil, sunlight and water, can survive for years without any care from human beings. (If you don't believe me, you can try this yourself at home.)</p> <p>As the little oak tree grew, it would produce more and more carbon dioxide from its leaves. Its branches would reach out and bump into the walls of the greenhouse. One day, the top of the oak tree would poke its way through the top of the greenhouse.</p> <p>When that happened, some of the carbon dioxide and oxygen would escape through this hole. But the strong plant would continue to grow and continue to produce more of these two gases.</p> <p>So if you think of the moon's atmosphere as a small glass bottle in space, it might be possible for an oak tree to grow in its soil. If only the astronauts had not forgotten to plant the acorn.</p>
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(Flesch-Kincaid Readability 5.0)

COMPREHENSION QUESTIONS		Reading	
		<i>The ESL or ELD student can</i>	
<input type="checkbox"/> factual	1. Where is the moon? (<i>orbits the Earth in outer space</i>)	Stage 2	<input type="checkbox"/> begin to use reading strategies to derive meaning from texts
<input type="checkbox"/> vocabulary	2. What is an acorn? (<i>the hard fruit of an oak tree</i>)		<input type="checkbox"/> begin to use vocabulary-acquisition strategies:
<input type="checkbox"/> inferential	3. How did people go to the moon in 1969? (<i>took a rocket ship</i>)		<input type="checkbox"/> expand academic vocabulary
<input type="checkbox"/> factual	4. What did the astronauts do on the moon? (<i>walked around and collected moon rocks</i>)		<input type="checkbox"/> understand short, simple phrases and sentences in material with familiar vocabulary and context
<input type="checkbox"/> factual	5. What did the astronauts forget to do on the moon? Why? (<i>plant an acorn, they were busy</i>)	Stage 3	<input type="checkbox"/> identify main ideas and key information in text
<input type="checkbox"/> inferential	6. What do you think would have happened if the astronauts had remembered to plant the acorn? (<i>answers will vary</i>)		<input type="checkbox"/> begin to show some fluency in oral reading (<i>stage 1 for ELD students</i>)
<input type="checkbox"/> factual	7. Could a tree grow on the moon? Why or why not? (<i>Yes. There would be water, soil, sunlight, and carbon dioxide available.</i>)	Stage 4	<input type="checkbox"/> skim and scan for key information in reading materials with familiar vocabulary and context
<input type="checkbox"/> creative	8. Explain how a greenhouse works. (<i>answers will vary</i>)		<input type="checkbox"/> predict, summarize, and make judgments
<input type="checkbox"/> vocabulary	9. What is NASA? (<i>National Aeronautics and Space Administration</i>)		<input type="checkbox"/> use some vocabulary-acquisition strategies
			<input type="checkbox"/> read and interpret visually supported text at a grade-appropriate level
			<input type="checkbox"/> use academic vocabulary, with support
			<input type="checkbox"/> show developing fluency in oral reading
			<input type="checkbox"/> understand unfamiliar text that may contain complex sentence structures and have few visual context clues
			<input type="checkbox"/> use a range of vocabulary-acquisition strategies
			<input type="checkbox"/> analyse and evaluate ideas and information
			<input type="checkbox"/> understand and respond to extended text selections
			<input type="checkbox"/> identify elements of a story
Comments/Observations:			



They Forgot to Plant an Acorn on the Moon

The surface of the moon looks a lot like a desert. It's dry, rocky, and sandy. There are no plants on the moon. Not even a small cactus.

In the year 1969 human beings from planet Earth first stepped on the moon. They walked around a bit and collected some moon rocks to take back with them. By mistake, they forgot to plant the acorn.

They had brought an acorn with them, along with a watering can and some potting soil. They were supposed to plant the acorn a few hundred yards away from the spaceship, but they forgot. They plain forgot.

You can't really blame them though. They had so much else to do. Every minute of every day they had something important to do. People from NASA were telling them what to do over the radio.

But what if they had remembered to plant the acorn? What if they had dug down a couple of inches in the loose soil, dropped some sweet-smelling potting soil into the hole, and gently placed the acorn in its new home? What if they covered the acorn with some more sweet-smelling potting soil, and gently watered it with their watering can?

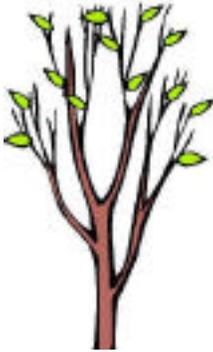
An acorn doesn't need a lot of things to grow. It needs water, it needs soil, it needs sunlight, and it needs carbon dioxide gas. Now, there's plenty of soil and plenty of sunlight on the moon. But water and carbon dioxide are in short supply. That's why the astronauts brought a watering can with them.

They also brought a small plastic greenhouse with them. The plan was to place the greenhouse right over the planted acorn. Then the greenhouse was supposed to be filled with carbon dioxide gas.



After the acorn sprouted, it would pop up through the soil right in the middle of the greenhouse. There would be lots of water, soil, sunlight, and carbon dioxide for the small plant to grow tall and strong.

Plants both produce and consume carbon dioxide. A plant placed in a closed bottle, with good soil, sunlight and water, can survive for years without any care from human beings. (If you don't believe me, you can try this yourself at home.)



As the little oak tree grew, it would produce more and more carbon dioxide from its leaves. Its branches would reach out and bump into the walls of the greenhouse. One day, the top of the oak tree would poke its way through the top of the greenhouse.

When that happened, some of the carbon dioxide and oxygen would escape through this hole. But the strong plant would continue to grow and continue to produce more of these two gases.

So if you think of the moon's atmosphere as a small glass bottle in space, it might be possible for an oak tree to grow in its soil. If only the astronauts had not forgotten to plant the acorn.

Phil Shapiro

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They Forgot to Plant an Acorn on the Moon

Answer the following questions.

1. Where is the moon?

2. What is an acorn?

3. How did people go to the moon in 1969?

4. What did the astronauts do on the moon?

5. What do you think would have happened if the astronauts had remembered to plant the acorn?

6. Could a tree grown on the moon? Why or why not?

7. Explain how a greenhouse works?

The Great Ping-Pong Ball Experiment

Reading Introductory Statement: **Read the story to find out what was the Ping-Pong Ball Experiment.**

- (a) Ask the student to read the story silently (pages D60-61).
- (b) Ask the comprehension questions orally or in writing (see page D62).
- (c) Ask the student to orally retell the story in his/her own words.

The Nile River is the longest river in the world. It starts out in Lake Victoria, in the middle of Africa, and flows nearly four thousand (4,000) miles north to the Mediterranean Sea.

Lake Victoria, where the Nile starts, is the second largest fresh-water lake in the world. The only lake that is larger is Lake Superior, in between Canada and the United States.

Now nobody knows for sure who first suggested the great ping-pong ball experiment. It might have been dreamed up by some absent-minded, daydreaming inventor. Or, it could have been thought up by some great scientist. Or, it might have been thought up by a little kindergartener in Kalamazoo, Michigan.

But the important thing is that somebody thought of it. And before long, people all over the world were talking about it. The newspapers printed stories about it. Television stations did special feature stories on it. And, everyone, just everyone, expected that the great ping-pong ball experiment would happen right on time.

What exactly was the great ping-pong ball experiment anyway? How was the experiment to be performed, and what was it supposed to show?

The great ping-pong ball experiment took place to show just one thing. The purpose of the experiment

was to show that a small, frail ping pong ball could travel four thousand miles down the longest river in the world.

The experiment would end when the ping pong ball reached the capital city of Egypt, Cairo. At that time, a kindergarten student from one of the schools in Cairo would reach down into the Nile, and pick up the ping-pong ball that had been thrown into the river way back at Lake Victoria.

Two months. That's how long the ping-pong ball would have to travel from Lake Victoria to Cairo. To add some zest and excitement to the experiment, the ping-pong ball was to be thrown into the top of the Nile River on November 1, 1999. The entire world would then watch to see if the ball could travel the length of the Nile before midnight, December 31, 1999.

But the journey would be a dangerous one for a small, frail ping-pong ball to travel. The ball would have to survive at least nine large waterfalls. It would have to survive being thrown against rocks and boulders. It would have to survive getting stuck in the papyrus reeds by the side of the river. And most importantly, it would have to survive getting swallowed by any hungry fish along the way.

People would follow it all along its long journey. Scientists would follow it by driving along roads that traveled parallel to the Nile

river. They would keep careful track of how far the ball had traveled each day. Sometimes they would even circle over the ping-pong ball in a helicopter, making sure that the ball was safely traveling downstream.

Once a week people all over the globe would turn on their televisions to see how far the ping-pong ball had traveled in the past week. The television studios would have a large map of Africa on the wall, with an arrow pointing to where the ping ball was on that particular day.

It would be an elegantly simple experiment for the people of planet Earth to perform. For two months, the attention of the world would be focused on what was happening to a ping pong ball traveling down the Nile river.

The outcome of the great ping-pong ball experiment would not change the lives of many persons living on this planet. But perhaps, just perhaps, the experiment itself would help people realize that in some ways the planet Earth is just a small, frail ping-pong ball traveling through space.

(Flesch-Kincaid Readability 7.7)

COMPREHENSION QUESTIONS		Reading	
		<i>The ESL or ELD student can</i>	
<input type="checkbox"/> detail	1. Where does the Nile river begin and end? (<i>Lake Victoria to Mediterranean Sea</i>)	Stage 3	<input type="checkbox"/> skim and scan for key information in reading materials with familiar vocabulary and context
<input type="checkbox"/> detail	2. How long is the Nile river? (<i>4,000 miles</i>)		<input type="checkbox"/> predict, summarize, and make judgments
<input type="checkbox"/> detail	3. What is the largest lake in the world? (<i>Lake Superior</i>)		<input type="checkbox"/> use some vocabulary-acquisition strategies
<input type="checkbox"/> detail	4. When did the ping-pong ball experiment happened? (<i>Nov. 1/99</i>)		<input type="checkbox"/> read and interpret visually supported text at a grade-appropriate level
<input type="checkbox"/> detail	5. Who would remove the ping-pong ball after the experiment? (<i>kindergarten student</i>)		<input type="checkbox"/> use academic vocabulary, with support
<input type="checkbox"/> detail	6. What was the purpose of the experiment? (<i>to see if the ball could travel the length of the Nile before midnight, Dec. 31/99</i>)		<input type="checkbox"/> show developing fluency in oral reading
<input type="checkbox"/> creative	7. Who do you believe created this experiment? (<i>answers will vary</i>)	Stage 4	<input type="checkbox"/> understand unfamiliar text that may contain complex sentence structures and have few visual context clues
<input type="checkbox"/> detail	8. What were some of the possible dangers to the ping pong ball in the river? (<i>waterfalls, rocks and boulders, reeds, swallowed by fish</i>)		<input type="checkbox"/> use a range of vocabulary-acquisition strategies
<input type="checkbox"/> inference	9. Why would so many people turn on their TV's to learn about the ping-pong ball's travels? (<i>answers will vary</i>)	Comments/Observations:	
<input type="checkbox"/> creative	10. What can we learn from this experiment? (<i>answers will vary</i>)		
<input type="checkbox"/> creative	11. Do you think this experiment was a worthwhile activity? Why or why not? (<i>answers will vary</i>)		
<input type="checkbox"/> vocabulary	12. What does frail mean? (<i>in a weakened state</i>)		
<input type="checkbox"/> vocabulary	13. What is meant by absent minded? (<i>forgetful</i>)		
<input type="checkbox"/> vocabulary	14. What is an experiment? (<i>test</i>)		
<input type="checkbox"/> creative	15. Is this a true story? Why or why not? (<i>answers will vary</i>)		
<input type="checkbox"/> inference	16. Why was it important that scientists follow the ping-pong ball down the Nile? (<i>to track of far the ball traveled each day and to ensure its safety.</i>)		

The Great Ping-Pong Ball Experiment

Writing:

- (a) Ask the student to pretend he/she is the ping-pong ball and tell about his/her journey down the Nile.
- (b) Encourage the student to write at least three paragraphs describing the location and people they encounter. Allow students to use the map and illustrations from the story for assistance.

Tasks		Writing
		<i>The ESL or ELD student can:</i>
1. Pretend you are the ping-pong ball and tell about your journey down the Nile. 2. Write at least 3 paragraphs. 3. Include: <ul style="list-style-type: none"> a. Where you are. b. What you see. c. Who you meet. 4. You may want to use a graphic organize to arrange your ideas prior to writing.	Stage 2	<ul style="list-style-type: none"> <input type="checkbox"/> Organize information around a central idea using graphic organizers <input type="checkbox"/> begin to use common tenses, spelling, capitalization, and punctuation, with some accuracy <input type="checkbox"/> use conventional spelling for common and personally relevant words <input type="checkbox"/> write appropriate responses (using short sentences, phrases, or graphic organizers) to written questions <input type="checkbox"/> begin to use a variety of forms (e.g., notes, dialogues, narratives, reports)
	Stage 3	<ul style="list-style-type: none"> <input type="checkbox"/> produce prose using appropriate verb tenses, connectors, subject-verb agreement, noun, adjective and adverb phrases, and clauses, and conventional spelling, with some accuracy <input type="checkbox"/> organize and sequence ideas effectively <input type="checkbox"/> begin to use variety in vocabulary and sentence structure <input type="checkbox"/> use paragraphs when writing descriptions and narratives
	Stage 4	<ul style="list-style-type: none"> <input type="checkbox"/> use grade-appropriate vocabulary <input type="checkbox"/> produce reports, editorials, paragraphs, summaries and notes on a variety of topics, with few grammatical or spelling errors <input type="checkbox"/> use the stages of the writing process <input type="checkbox"/> write with a clear focus, coherent organization, and varied vocabulary
<p>Comments/Observations:</p>		
<p>If the student is at stage 4 and able to complete these tasks without difficulty, he/she is working at grade-level.</p>		

The Great Ping-Pong Ball Experiment

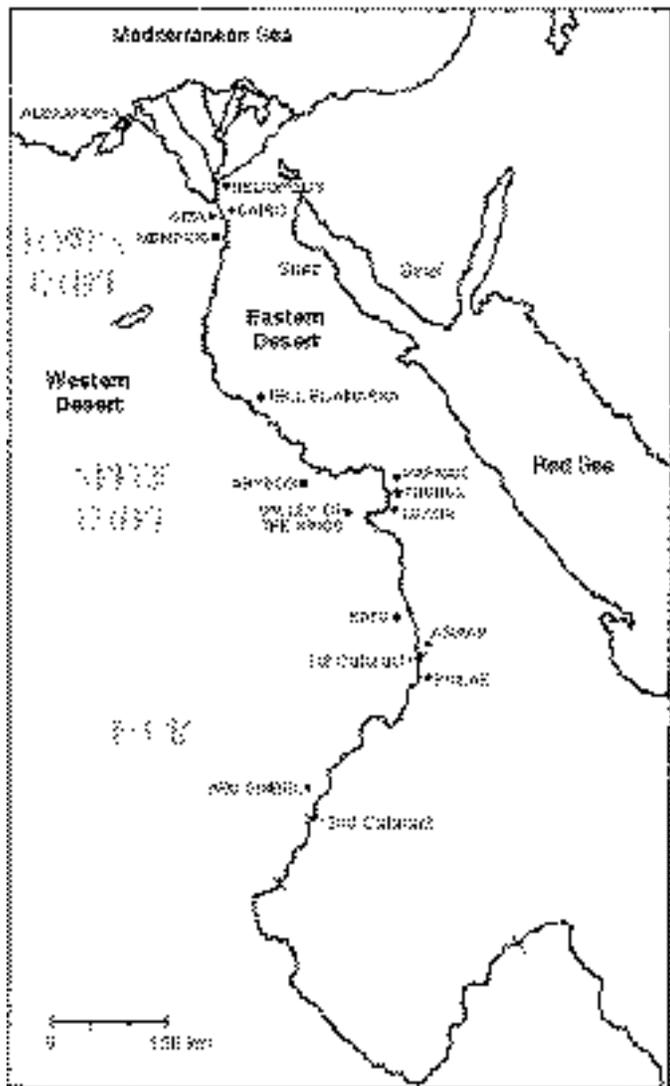
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© Canadian Museum of Civilization

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The experiment would end when the ping-pong ball reached the capital city of Egypt, Cairo. At that time, a kindergarten student from one of the schools in Cairo would reach down into the Nile, and pick up the ping-pong ball that had been thrown into the river way back at Lake Victoria.

Two months. That's how long the ping-pong ball would have to travel from Lake Victoria to Cairo. To add some zest and excitement to the experiment, the ping-pong ball was to be thrown into the top of the Nile River on November 1, 1999. The entire world would then watch to



(Photo: Len Abrams)

Assessment Materials: English Language Proficiency (Elementary) Assessment D grades 7 and 8
see if the ball could travel the length of the Nile before midnight, December 31, 1999.

But the journey would be a dangerous one for a small, frail ping-pong ball to travel. The ball would have to survive at least nine large waterfalls. It would have to survive being thrown against rocks and boulders. It would have to survive getting stuck in the papyrus reeds by the side of the river. And most importantly, it would have to survive getting swallowed by any hungry fish along the way.



(Photo: Len Abrams)

People would follow it all along its long journey. Scientists would follow it by driving along roads that traveled parallel to the Nile River. They would keep careful track of how far the ball had traveled each day. Sometimes they would even circle over the ping-pong ball in a helicopter, making sure that the ball was safely traveling downstream.

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Phil Shapiro

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The Great Ping-Pong Ball Experiment

Answer the following questions.

1. Where does the Nile River begin and end?

2. What was the purpose of the experiment?

3. Who do you believe created this experiment? Why?

4. What were some of the possible dangers to the ping-pong ball in the river?

5. Why would so many people turn on their TV's to learn about the ping-pong ball's travels?

6. What does **frail** mean?

7. What can we learn from this experiment?

Section 3: Assessment and Placement

1. Assessment and Reporting

- The ESL and ELD descriptors outlined in *The Ontario Curriculum, Grades 1-8 English As a Second Language (ESL) and English Literacy Development (ELD) A Resource Guide, 2001* form the basis for assessing a student's English language proficiency.
- Not all the descriptors for each level of ESL and ELD can be assessed during an initial assessment; complete mastery of some expectations requires teaching, practice, or a view of the student's work over time.
- A chart showing the descriptors that can be assessed using these assessment materials and procedures is provided on the following pages.
- A sample report form is provided on the pages following the descriptors chart.

LANGUAGE ASSESSMENT CRITERIA (based on the ESL and ELD descriptors in The Ontario Curriculum, Grades 1-8, Resource Guide)

		Stage 1	Stage 2	Stage 3	Stage 4
Listening	Oral Expression and Language Knowledge	<ul style="list-style-type: none"> <input type="checkbox"/> follow simple directions <input type="checkbox"/> respond clear, short, simple questions <input type="checkbox"/> respond to familiar conversational topics using single words and short phrases <input type="checkbox"/> respond to familiar words, names, phrases, and basic classroom instructions 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in conversations on familiar topics <input type="checkbox"/> understand key vocabulary and concepts related to a theme/topic <input type="checkbox"/> request clarification when necessary 	<ul style="list-style-type: none"> <input type="checkbox"/> follow a series of simple instructions <input type="checkbox"/> respond appropriately to vocabulary, statements, questions, and directions <input type="checkbox"/> participate in sustained oral discussions <input type="checkbox"/> identify main ideas and supporting details 	<ul style="list-style-type: none"> <input type="checkbox"/> participate in academic discussions <input type="checkbox"/> respond to complex sentences
		<ul style="list-style-type: none"> <input type="checkbox"/> identify familiar names, objects, and actions <input type="checkbox"/> use short, patterned questions to seek information <input type="checkbox"/> speak with sufficient clarity for teacher comprehension <input type="checkbox"/> begin to use (with assistance) common contractions and basic prepositions of location and direction <input type="checkbox"/> imitate some English stress and intonation patterns <input type="checkbox"/> answer specific questions using single words or short phrases 	<ul style="list-style-type: none"> <input type="checkbox"/> recount familiar events and key information <input type="checkbox"/> speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm <input type="checkbox"/> express meaning with growing competence, using present and past verb tenses, direction, and time <input type="checkbox"/> express opinions <input type="checkbox"/> understand key vocabulary and concepts related to specific subjects/themes <input type="checkbox"/> participate, with prompting, in academic discussions using short phrases and short sentences <input type="checkbox"/> express personal opinions <input type="checkbox"/> speak with sufficient clarity and accuracy for listener comprehension <input type="checkbox"/> use (with some accuracy) common tenses, adjectives, adverbs, conjunctions, and prepositions of direction 	<ul style="list-style-type: none"> <input type="checkbox"/> speak with clear pronunciation and enunciation <input type="checkbox"/> begin to self-correct simple grammatical errors <input type="checkbox"/> begin to use conditionals and adverb and adjective phrases <input type="checkbox"/> use voice to indicate emphasis through pacing, volume, intonation, and stress <input type="checkbox"/> participate in discussions 	<ul style="list-style-type: none"> <input type="checkbox"/> use most language structures appropriate to the grade level <input type="checkbox"/> self-correct common grammatical errors <input type="checkbox"/> use idiomatic and colloquial language appropriately
Speaking	Oral Expression and Language Knowledge				

LANGUAGE ASSESSMENT CRITERIA (based on the ESL and ELD descriptors in The Ontario Curriculum, Grades 1-8, Resource Guide)

	Stage 1	Stage 2	Stage 3	Stage 4
Reading	<ul style="list-style-type: none"> <input type="checkbox"/> begin to identify the main ideas of simple passages with familiar vocabulary and supporting visual cues <input type="checkbox"/> recognize the English alphabet in print and script <input type="checkbox"/> know the direction of English print <input type="checkbox"/> begin to use phonetic and context clues and sight recognition for comprehension <input type="checkbox"/> use alphabetical order <input type="checkbox"/> read pictures and use picture clues <input type="checkbox"/> follow brief written instructions <input type="checkbox"/> recognize familiar words and repeated phrases 	<ul style="list-style-type: none"> <input type="checkbox"/> begin to extract information, with assistance <input type="checkbox"/> select main ideas in short, familiar passages <input type="checkbox"/> use reading strategies to assist in deriving meaning from text <input type="checkbox"/> understand familiar vocabulary <input type="checkbox"/> use some correct phrasing and rhythm in reading aloud <input type="checkbox"/> identify key information in text <input type="checkbox"/> expand academic vocabulary (i.e., of subject-related words and expressions) 	<ul style="list-style-type: none"> <input type="checkbox"/> use academic vocabulary, with support <input type="checkbox"/> read and understand grade-appropriate text, with minimal assistance <input type="checkbox"/> skim and scan for key information in reading materials with familiar vocabulary and context <input type="checkbox"/> summarize a story, identifying the main idea and some details 	<ul style="list-style-type: none"> <input type="checkbox"/> identify elements of a story <input type="checkbox"/> recall and retell a written story <input type="checkbox"/> understand unfamiliar text that may contain complex sentence structures and have few visual context clues <input type="checkbox"/> use vocabulary-acquisition strategies

LANGUAGE ASSESSMENT CRITERIA (based on the ESL and ELD descriptors in The Ontario Curriculum, Grades 1-8, Resource Guide)

	Stage 1	Stage 2	Stage 3	Stage 4
Writing	<ul style="list-style-type: none"> <input type="checkbox"/> produce the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line <input type="checkbox"/> write some personally relevant words <input type="checkbox"/> copy written information accurately <input type="checkbox"/> begin to apply knowledge of common writing conventions <input type="checkbox"/> begin (with assistance) to use subject-predicate order, simple verb tenses, adjectives, and common prepositions of location <input type="checkbox"/> write short, coherent, patterned compositions on personally relevant topics <input type="checkbox"/> begin to dictate labels, phrases, and sentences to a scribe <input type="checkbox"/> complete sentence patterns based on familiar and meaningful context and vocabulary <input type="checkbox"/> express ideas through writing in the first language, and labeling 	<ul style="list-style-type: none"> <input type="checkbox"/> begin to use common tenses, spelling, capitalization, and punctuation with some accuracy <input type="checkbox"/> use conventional spelling for common and personally relevant words <input type="checkbox"/> write appropriate responses to written questions <input type="checkbox"/> compose short, simple, patterned sentences <input type="checkbox"/> begin to use basic sentence structures (e.g., statements, questions) <input type="checkbox"/> use the writing process, with assistance (e.g., participate in structured prewriting activities) 	<ul style="list-style-type: none"> <input type="checkbox"/> respond in writing to questions <input type="checkbox"/> write messages, captions, and short notes, with few errors <input type="checkbox"/> make notes in some detail on familiar topics <input type="checkbox"/> use paragraphs when writing descriptions and narratives begin to write independently <input type="checkbox"/> write short compositions, making some use of appropriate verb tenses, prepositions, simple and compound sentences, and descriptions, and beginning to use new vocabulary <input type="checkbox"/> use conventional spelling <input type="checkbox"/> write to narrate a story <input type="checkbox"/> organize and sequence ideas (<i>stage 2 for ELD students</i>) <input type="checkbox"/> begin to use variety in vocabulary and sentence structure <input type="checkbox"/> produce prose using appropriate verb tenses, connectors, and subject-verb agreement, with some accuracy 	<ul style="list-style-type: none"> <input type="checkbox"/> observe most conventions of punctuation <input type="checkbox"/> use grade-appropriate vocabulary begin to write competently <input type="checkbox"/> produce, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors <input type="checkbox"/> use verb tenses effectively <input type="checkbox"/> write with a clear focus, coherent organization, and varied vocabulary

ENGLISH LANGUAGE ASSESSMENT REPORT

STUDENT:

_____ family name

_____ given name(s)

_____ gender age grade country

_____ language(s)

_____ date of arrival in Canada

_____ entry to Canadian school

Studied English before? yes ___ no ___

Circumstances (when, for how long, where): _____

Indicate the level of proficiency for each assessment. The final stage will be the most consistent level in each skill area.

ESL/ELD	Listening	Speaking	Reading	Writing
	Oral Expression & Language Knowledge			
Oral Interview				
Assessment A				
Assessment B				
Assessment C				
Assessment D				
Stage of Proficiency				

Comments/Recommendations/Next Steps:

DATE: _____

ASSESSOR: _____

2. Placement

In these assessment materials, as in the elementary ESL/ELD Resource document, **the descriptors at each stage represent the exit criteria for that stage**. Consequently, a student who is demonstrating all or most of the descriptors at one stage of ESL or ELD should be placed in the next stage.

At the elementary level, students are usually placed in the grade appropriate for their age. In situations where major gaps are identified and a student does not appear to be developing the necessary skills in English, a more formal assessment may be indicated.

Once a stage has been determined for an individual student, the following chart should provide some direction regarding instructional strategies and/or the type of activities that will promote the acquisition of English at each stage.

<i>Students are receptive to English when</i>	
Stage 1	<ul style="list-style-type: none"> • listening • moving • matching • choosing • pointing • miming or role-playing silently • drawing
Stage 2	<ul style="list-style-type: none"> • naming • responding with one or two words • listing • categorizing • labeling
Stage 3	<ul style="list-style-type: none"> • describing • comparing and contrasting • retelling • defining • summarizing • explaining
Stage 4	<ul style="list-style-type: none"> • writing • justifying • analyzing • examining • synthesizing • reading • debating • giving opinions • evaluating

Adapted from stage blocks originally developed by Connie Williams and Stephen Cary, based on Terrell

Sample Student Assessment:

The girl, Mom and Dad go the park, the park have a beautiful flowers. Grass green, yard three, with clouds and the with big and the beautiful sun.

The girl and Mom play the ball and Dad sleep.

Cuando estaban jugando la niña vio un pajarito y luego pajarito por el ruido de un carro hizo que el pajarito viera.

Después de un buen día la familia regresó a casa porque la niña iba a ir mañana a la escuela.

(While they were playing, the girl saw a little and beautiful bird, but the noise from a car made the bird fly away. After a good day, the family went back home because the girl was going to go tomorrow to the school.)

Analysis of Illustration 1:

	Listening	Speaking
	<i>The student can</i>	
Stage 1	<ul style="list-style-type: none"> ✓ follow simple directions <ul style="list-style-type: none"> ▪ respond (non-verbally) to clear, short, simple questions ✓ respond to familiar conversational topics using single words and short phrases ✓ respond to familiar words, names, phrases, and basic classroom instructions when spoken slowly and clearly 	<ul style="list-style-type: none"> ✓ identify familiar names, objects, and actions <ul style="list-style-type: none"> ❑ use short patterned questions to seek information ❑ speak with sufficient clarity for teacher comprehension ❑ begin to use (with assistance) common contractions and basic prepositions of location and direction ❑ imitate some English stress and intonation patterns ✓ answer specific questions using single words or short phrases
Stage 2	<ul style="list-style-type: none"> - understand key vocabulary and concepts related to a theme/topic ✓ respond (verbally) to direct questions. 	<ul style="list-style-type: none"> ❑ recount familiar events and key information ❑ speak with sufficient clarity and accuracy for listener comprehension ❑ speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm ❑ use (with some accuracy) prepositions of direction and time
Stage 3	<ul style="list-style-type: none"> ✓ follow a series of simple instructions <ul style="list-style-type: none"> ▪ respond appropriately to vocabulary, statements, questions, and directions 	<ul style="list-style-type: none"> ❑ speak with clear pronunciation and enunciation ✓ begin to self-correct simple grammatical errors <ul style="list-style-type: none"> ❑ begin to use conditionals and adverb and adjective phrases ❑ use voice to indicate emphasis through pacing, volume, intonation, and stress
<p>Comments/Observations:</p> <ul style="list-style-type: none"> • understood tree, bird, sun, sky, car, house, school, beside, father, sleeping, flowers, mother, ball • understood with prompting: middle, right side, clouds, road, under, water, grass, throw • used high frequency words, e.g., girl, father, mother, ball, school • followed a series of directions with assistance, repetition 		

Analysis of Example 1, continued:

	Writing	Reading
	<i>The student can</i>	
Stage 1	<ul style="list-style-type: none"> <input type="checkbox"/> begin to dictate labels, phrases, and sentences to a scribe <input type="checkbox"/> copy written information, following left-to-right and top-to-bottom progression <input type="checkbox"/> complete sentence patterns based on familiar and meaningful context and vocabulary ✓ write some personally relevant words ✓ express ideas through writing in the first language and labeling ✓ begin to use common writing conventions (punctuation, spelling, capitalization) ✓ begin to use simple verb tenses, questions, plurals, basic prepositions of location, direction, and time <input type="checkbox"/> write short, coherent patterned compositions 	<ul style="list-style-type: none"> <input type="checkbox"/> know the direction of English print <input type="checkbox"/> begin to use phonetic and context clues and sight recognition for comprehension <input type="checkbox"/> recognize familiar words and repeated phrases
Stage 2	<ul style="list-style-type: none"> ✓ composes short, simple, patterned sentences ✓ spells some commonly used/ significant words ✓ uses capital letters and ending punctuation <input type="checkbox"/> begins to use basic sentence structures, such as statements and questions <input type="checkbox"/> begins to use common tenses, spelling, capitalization, and punctuation with some accuracy 	<ul style="list-style-type: none"> ✓ understand familiar vocabulary ✓ use some correct phrasing and rhythm in reading
Stage 3	<ul style="list-style-type: none"> <input type="checkbox"/> write short compositions with some appropriate use of verb tenses, prepositions, simple and compound sentences, use of description and attempted use of new vocabulary and idioms <input type="checkbox"/> use conventional spelling <input type="checkbox"/> write to record personal experiences, thoughts, ideas and feelings, to narrate a story, and to convey information <input type="checkbox"/> organize and sequence ideas <input type="checkbox"/> begin to use variety in vocabulary and sentence structure <input type="checkbox"/> produce prose using tenses, connectors, subject-verb agreement, noun, adjective/adverb phrases and clauses <input type="checkbox"/> use paragraphs 	<ul style="list-style-type: none"> <input type="checkbox"/> show developing fluency in oral reading
Comments/Observations: <ul style="list-style-type: none"> • wrote story in English and in Spanish and read story aloud • used prepositions in Spanish, not in English 		

Student's Name: _____
 Date of Birth: May 23/88; Age 13 Grade: Z First Language: Spanish
 Date of Arrival in Canada: Feb. 19/01 Entry to Canadian School: Apr. 3/01

ESL	Listening	Speaking	Reading	Writing
Oral Interview				
Assessment A				
Assessment B	1	1	2	2
Assessment C				
Stage of Proficiency	1	1	2	2

Recommendations:
 Student appears to be working at a stage 1-2 level. Additional assessment is warranted over the next couple of weeks for a more detailed analysis.