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ABSTRACT

This guide is intended to support teachers and practitioners implementing Australia's new beginner English-as-a-Second-Language (ESL) curriculum Certificates in English Language Literacies in the adult community education sector. The guide is part of a professional development project that includes a series of metropolitan and rural workshops for teachers and practitioners. Five sections include the following: (1) "Background" (development of the curriculum, learner groups, and the Certificates in English Language Literacies and other accredited curricula); (2) "Structure of the Certificates in English Language Literacies" (the curriculum, features of the curriculum framework, linking learning outcomes to the conceptual framework for further education, and module features); (3) "Assessment and Course Administration" (approach to assessment, assessment guidelines, assessment activities, recording observations of achievement, recognition of achievement, and learner pathways); (4) "Course Planning" (course planning scenarios, themes and the curriculum domains, integrating the modules, planning for mixed ability groups, and mapping teaching, learning, and assessment activities into the curriculum framework); and (5) "Resources" (resources for teaching, learning, and assessment; resources for teacher reference; and online resources). (Adjunct ERIC Clearinghouse for ESL Literacy Education.) (SM)

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ED 472 798

Certificates
IN ENGLISH LANGUAGE LITERACIES

A RESOURCE GUIDE

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FOREWORD

The **Certificates in English Language Literacies Resource Guide** has been developed to support teachers and practitioners implementing the new beginner ESL curriculum Certificates in English Language Literacies in the Adult Community Education sector.

The Resource Guide is part of a professional development project conducted by AMES for the ACFE Division. The professional development program included a series of metropolitan and rural workshops for teachers and practitioners interested in implementing the Certificates in English Language Literacies. Examples of the course planning activities carried out during the workshops have been incorporated into the Resource Guide.

The Resource Guide consists of five sections which provide information on:

- the background to the Certificates in English Language Literacies
- the structure of the Certificates in English Language Literacies
- assessment and course administration
- course planning using the Certificates in English Language Literacies curriculum
- resources suitable for the Certificates in English Language Literacies.

The professional development project was overseen by the Reference Committee:

- Cathy Donovan, Amanda Wells — Program Development Unit, ACFE Division
- Chris Howell — Project Manager, AMES
- Marcia Guild — ACFE Professional Development — Central Western Metropolitan Region
- Robyn Hodge — ARIS, Language Australia
- Youle Bottomley — Project Officer, AMES

Particular thanks are extended to Robyn Hodge from ARIS for her contribution to the content of the workshops.

Section 1
BACKGROUND

DEVELOPMENT OF THE CURRICULUM

The Certificates in English Language Literacies curriculum was jointly developed by the Adult, Community and Further Education Board and AMES in response to the need for a flexible English language curriculum that would address the particular needs of a range of beginner level English language learners. It aims to:

- recognise students' achievements at the early stages of their English language learning
- provide gently graded levels to encourage learners to remain in the field of further education.

The curriculum is therefore suitable for learners and classes of varied educational backgrounds, skills and experiences. The flexibility necessary for such variety is achieved by providing modules within five literacy skills areas, in three or more contextual domains.

LEARNER GROUPS

Beginner English language learners for whom the Certificates in English Language Literacies curriculum has been developed may have some or all of the following characteristics (ARIS information sheet p. 1).
These learners may:

- have unevenly developed skills e.g. adults who have high oracy and low literacy or vice versa
- be suited to a slower-paced/low intensity language course due to illness or trauma etc.
- be unable to attend classes regularly due to such factors as work commitments, small children etc.
- have experienced interrupted schooling or had little formal education in their first language because of civil war, illness, persecution of minority groups etc.
- be elderly or not intending to pursue vocational education options
- be unfamiliar with the Roman alphabet script.

THE CERTIFICATES IN ENGLISH LANGUAGE LITERACIES AND OTHER BEGINNER ENGLISH LANGUAGE CURRICULA

The Certificates in English Language Literacies curriculum differs from other low level/beginner level accredited courses in:

- its provision for beginner level English language learners whose skills are unevenly developed
- its recognition of the very small steps of progress these learners make in language, literacy and numeracy development
- its provision for a more informal approach to assessment
- its direct relationship to the broader further education framework *Transforming Lives, Transforming Communities: A conceptual framework for further education* (ACFEB 2000).

Section 2

STRUCTURE OF THE CERTIFICATES IN ENGLISH LANGUAGE LITERACIES

THE CURRICULUM

The curriculum consists of three credentials:

1 Certificate I in English Language Literacies (Foundation)

2 Certificate I in English Language Literacies

3 Certificate II in English Language Literacies

Each level consists of five modules. To be awarded a certificate at any level, the participants must complete all modules at that level.

Statements of attainment will be awarded for module completion that falls short of certificate completion. On completion of the learning period, or when students exit a course, they will receive a record showing the modules they have completed. In some cases, students may complete modules across different levels. The statement will include a record of module completion at every level of achievement.

Information on the Recognition of Prior Learning and the Entry requirements for these certificates are found on pages 15–16 of the Certificates in English Language Literacies document.

FEATURES OF THE CERTIFICATES IN ENGLISH LANGUAGE LITERACIES CURRICULUM FRAMEWORK

Each certificate level of the Certificates in English Language Literacies is organised in terms of :

- skill focus areas (modules)
- curriculum contexts (curriculum domains)

Skill Focus Areas / Modules

There are five modules in each of the certificate levels for the Certificates in English Language Literacies curriculum. Each module is based on a skill focus area:

- oracy
- reading and writing
- numeracy
- using electronic texts
- using diagrammatic texts.

Ideally, the modules will be integrated in class delivery. Numeracy, for example, is generally included in oracy and literacy activities. However, because the language of numeracy is such a significant feature of everyday life, the Certificates in English Language Literacies acknowledges achievement in numeracy as a separate module. The focus of the numeracy module is on English language learning, since learners may already have developed the underlying conceptual knowledge. Numeracy, like oracy and literacy, is a cultural practice and therefore requires a similarly culturally sensitive approach.

The development of skills in the use of electronic and diagrammatic texts have also been highlighted for specific focus. These "literacies" are generally subsumed in the broader categories of reading and writing, numeracy and oral communication. Electronic texts and diagrammatic texts have increasing applications in everyday life and in vocational and educational contexts, as well as specific features and functions that may require explicit treatment in the language classroom. Hence, they have been included as separate modules within the curriculum framework.

Some examples of these text types, as referred to in the Certificates in English Language Literacies, are outlined below.

Examples of Electronic and Diagrammatic Texts

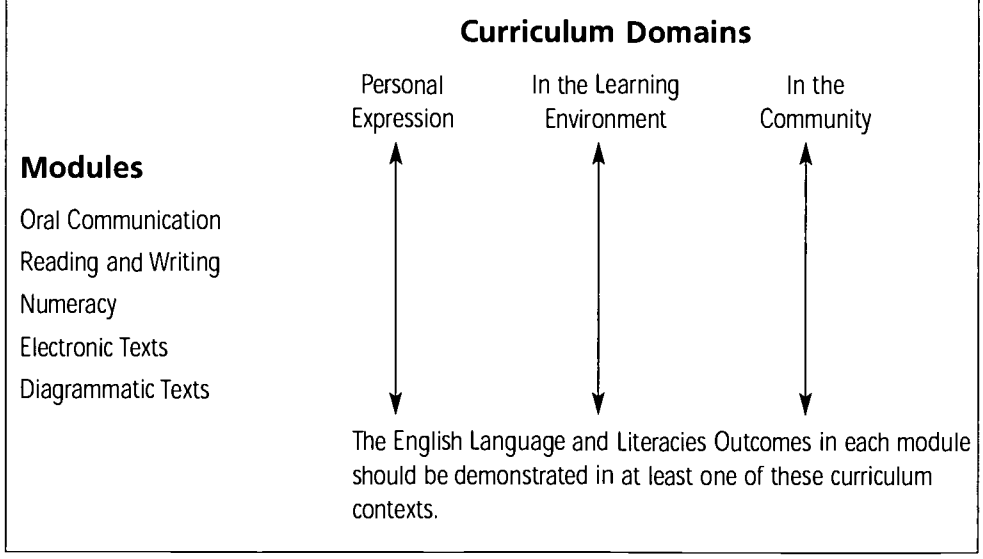
Electronic texts	Cash registers, displays, ATMs, microwave ovens, touch screens, photocopiers, ticket machines, mobile phones etc. Note: Refer to the Certificates in English Language Literacies document for further examples pp. 60–61, 86–87, 112–113.
Diagrammatic texts	Lists, maps, timelines, timetables, charts, indexes, calendars, forms etc. These texts often consist of a row and column framework. Note: Refer to the Certificates in English Language Literacies document for further examples pp. 65, 91, 117.

Curriculum Contexts / Domains

The skill focus areas are contextualised in terms of the three broad curriculum domains outlined below, i.e. Personal Expression, In the Learning Environment and In the Community. These domains provide teachers with useful parameters for course design and planning. Teachers can focus attention on one or more of these broad curriculum domains.

The Curriculum Framework

CELL Curriculum Framework



The English Language and Literacies Outcomes in each module should be demonstrated in at least one of these curriculum contexts.

It is not always the case that the development of a communicative competence in one context is easily transferred to another. For this reason, the Certificates in English Language Literacies has built in the possibility of developing courses where language and skills can be recycled across contexts. In this way, connections can be made between new learning and new contexts.

Linking skill focus areas with curriculum contexts highlights the multiplicity of uses and meanings of language, literacy and numeracy practices in different social contexts. There is always scope for developing further modules in other curriculum contexts such as science, the media, health and fitness, or specific vocational and jobseeking areas.

Personal Expression Domain

This curriculum domain emphasises the expression of personal identity and culture through spoken and written English. It also includes motivating aspects of language learning such as aesthetic pleasure and social interaction.

Modules in the Personal Expression context provide a focus for the interpersonal and aesthetic dimensions of language use by:

- integrating new learning with prior knowledge and experiences
- developing English language skills through familiar and relevant content
- acknowledging the aspect of language learning that involves creative and expressive elements
- promoting language learning as a pleasurable and affirming experience
- developing confidence and motivation through personally meaningful content and expression of personal and cultural identity
- developing skills in language use that can be transferred to further learning, organisational and community contexts.

The Learning Environment Domain

The learning environment can be a supportive and immediate context for developing English language, literacy and numeracy skills. Interaction between people within the learning community facilitates shared knowledge about language and culture in the wider community, and in personal lives.

Many ESL literacy learners have had little or no experience in adult learning in the Australian context. The procedures and practices involved in learning to learn may need to be made explicit for this group.

The learning environment can include institutional contexts such as the formal classroom, one to one tutoring, online communities, and the informal learning network of classroom participation.

Modules in the Learning Environment domain provide an opportunity for a focus on the specific demands and resources in the formal learning environment by:

- increasing familiarity with class routines and practices
- developing the social and interpersonal skills required in classrooms
- developing skills for accessing resources in the learning environment
- using the learning environment as a context for developing English language skills

- applying knowledge and English language skills for participation in learning processes, procedures and activities
- developing skills for learning in an immediate social context that can be transferred to wider community contexts and personal lives.

The Community Domain

People need English language skills for a wide range of purposes in the wider community. Similarly, participation in community activities can provide meaningful contexts for understanding and using spoken and written English.

Modules in the Community domain focus on the specific demands and resources for English language use in the wider community by:

- developing skills for accessing those organisations, services and groups important for the immediate needs and interests of the learners
- increasing the range of community networks and contacts for personal, vocational and community purposes
- developing more confidence in dealing with a range of situations in the public context
- developing English language skills and knowledge for accessing spoken and written texts related to social issues
- developing skills in a community context that can be transferred to new language learning and personal expression.

LINKING THE LEARNING OUTCOMES TO THE CONCEPTUAL FRAMEWORK FOR FURTHER EDUCATION

The Certificates in English Language Literacies' learning outcomes are related to the teaching and learning of English. Part of what sets the curriculum apart from other accredited curricula is the link between these English language learning outcomes and the educational principles of multiplicity, connectedness, critical intelligence and transformation as outlined in the further education framework *Transforming Lives, Transforming Communities: A conceptual framework for further education* (ACFEB 2000).

Refer to pp. 27–28 of the Certificates in English Language Literacies document for examples of how these principles are incorporated into its teaching and learning practices. For further detail on how these principles and aspects of the further education conceptual framework underpin the Certificates in English Language Literacies curriculum framework, refer to the Course Learning Outcomes in Section B, pp. 21–33.

Further Education Outcomes

These six outcomes which introduce each module, outline the broad educational goals that teachers incorporate into their course and task design. They are:

- Intercultural factors
  Raised awareness of the intercultural similarities and differences in language use.
- Social context
  Raised awareness of language use may vary according to the social context: roles of participants, subject matter, social purpose, and text types.

- Intertextuality
  Raised awareness that language use involves a variety of texts, text types, and modes that may occur together,such as literacy, oracy and numeracy.
- Emerging literacies
  Raised awareness that electronic texts and diagrammatic texts are significant features in emerging iteracy, oracy and numeracy practices.
- Power relations
  Raised awareness that power relations may be maintained, represented by, or (re) constructed by literacy, oracy and numeracy practices.
- Transference
  Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

Note that these "outcomes" are not measurable in the same way that performance competencies have attempted to measure achievement. Many learners will already have developed these skills using their first language. However, the focus in the Certificates in English Language Literacies curriculum is on underlying knowledge and understandings that are realised or demonstrated through effective communication, using English as a second or subsequent language.

Language Learning Outcomes

The format and content of these twelve learning outcomes at each certificate level will be familiar to teachers of current accredited ESL courses. They are specific examples of how the further education outcomes may be achieved, using English as a second language, and are differentiated at each certificate level as:

- orientation to new English language skills in Certificate I (Foundation)
- consolidation and increasing independence of beginning English language skills in Certificate I
- extension and more independent performance of language skills at Certificate II.

The table on the next page provides an overview of the language learning outcomes for each module in the Certificates in English Language Literacies, and the broad further educational goals or outcomes that underpin teachers' course and task design.

Learning Outcomes

Further Education Outcomes

A Intercultural
Raised awareness of the intercultural similarities and differences in language use.

B Social Context
Raised awareness that language use may vary according to the social context: roles of participants, subject matter, social purpose, and text types.

C Intertextuality
Raised awareness that language use involves a variety of texts, text types, and modes that may occur together, such as literacy, oracy and numeracy.

D Emerging Literacies
Raised awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices.

E Power Relations
Raised awareness that power relations may be maintained, represented by, or (re) constructed by literacy, oracy and numeracy practices.

F Transference
Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes

Certificate I: (Foundation)

Each of the English Language Outcomes below are to be achieved in at least one of the curriculum domains of:
- Personal Expression
- In the Learning Environment
- In the Community

Oracy
- LO1 To participate in short social exchanges
- LO2 To relate short simple anecdotes
- LO3 To respond to personally relevant requests or inquiries

Reading and Writing
- LO4 To complete personally relevant information on surveys and forms
- LO5 To read a short simple recount, narrative or description
- LO6 To write a collaborative recount, narrative or description

Numeracy
- LO7 To use personally relevant numerical information in a short social exchange
- LO8 To locate personally relevant numerical information in short simple texts
- LO9 To write personally relevant numerical information in short simple texts

Using Electronic Texts
- LO10 To participate in short social exchanges associated with using electronic texts
- LO11 To undertake a personally relevant activity using electronic texts

Using Diagrammatic Texts
- LO12 To recognise and express personally relevant information in a simple diagrammatic text

Orientation to English language and literacy skills

Certificate I

All the English Language Outcomes below are to be achieved in at least one of the curriculum domains of:
- Personal Expression
- In the Learning Environment
- In the Community

Oracy
- LO1 To participate in short social exchanges
- LO2 To relate a short anecdote in a personally relevant recount, description or narrative
- LO3 To respond to information, requests or inquiries on familiar topics

Reading and Writing
- LO 4 To use and understand personally relevant notes and messages
- LO5 To read a short simple recount, narrative or description
- LO6 To write a short simple recount, narrative or description

Numeracy
- LO7 To convey personally relevant numerical information in a short social exchange
- LO8 To interpret personally relevant numerical information in short simple texts
- LO9 To write personally relevant numerical information in a simple text

Using Electronic Texts
- LO10 To read a personally relevant electronic text
- LO11 To interact with electronic texts by using basic program features

Using Diagrammatic Texts
- LO12 To interpret and express specific information in a simple diagrammatic text

Consolidation of beginning English language and literacy skills

Certificate II

All the English Language Outcomes below are to be achieved in at least one of the curriculum domains of:
- Personal Expression
- In the Learning Environment
- In the Community

Oracy
- LO1 To participate in sustained social exchanges
- LO2 To relate a sustained anecdote in a personally relevant recount, description or narrative
- LO3 To respond to information, requests or inquiries

Reading and Writing
- LO 4 To use and understand personally relevant notes and messages
- LO5 To read a simple recount, narrative or description
- LO6 To write a simple recount, narrative or description

Numeracy
- LO7 To convey personally numerical information in a sustained social exchange
- LO8 To interpret numerical information in a short text
- LO9 To write numerical information in a simple text

Using Electronic Texts
- LO10 To read a personally relevant electronic text
- LO11 To interact with electronic texts by using an increasing range of program features

Using Diagrammatic Texts
- LO12 To interpret and express specific information in a diagrammatic text

Extension of beginning English language and literacy skills

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FEATURES OF THE MODULES

The five modules are structured in the same way for easy accessibility. Each module consists of the following features:

- Further Education Outcomes
- English Language Outcomes
- Evidence of Accomplishment
- Notes
- Curriculum Domains
- Education Practices
- Assesssment Practices
- Activity Bank.

The following diagram explains the function of each feature of the module structure.

MODULE 1: Oral Communication 1a

Module Code: AMES04 **Discipline Code:**

Duration: 40 hours **Prerequisites: None**

Purpose

This module focuses on orientation to beginning oral communication skills in English through connecting new learning with the life knowledge, interests and experiences of the adult learner. Ideally, the module will be integrated with modules in other skill focus areas (i.e. reading and writing, numeracy, electronic texts, and diagrammatic texts).

Further Education Outcomes

Completion of this module will contribute to the achievement of the following outcomes:

A. Initial awareness of the intercultural differences and similarities in language use (e.g. politeness markers, turn taking, body language)

B. Initial awareness that language use may vary according to social context, the roles of participants, the subject matter, the social purpose and text types (e.g. degrees of formality).

C. Initial awareness that language use involves a variety of social practices such as literacy, oracy, and numeracy and that these practices can occur together.

D. Initial awareness that electronic texts and diagrammatic texts are significant features in emerging literacy, oracy and numeracy practices.

E. Initial awareness that power relations may be represented by, or constructed by, literacy, oracy and numeracy practices.

F Reflection on own learning and the transference of knowledge and skills to further learning experiences and social contexts.

English Language Outcomes – Spoken English

For the purpose of this curriculum, the learner may realise the Further Education outcomes through demonstration of the following abilities:

LO 1: To participate in short social exchanges.

LO 2: To relate a short anecdote.

LO 3: To respond to personally relevant information, requests or inquiries.

These outcomes may be grouped for teaching, learning and assessment purposes.

Evidence of Accomplishment

Teachers will observe that learners can, for example:

- Use and recognise learned formulae, e.g. "Hello, how are you?"
- Use and recognise common temporal markers, e.g. yesterday, tomorrow.
- Use and recognise a range of single words or phrases related to personally relevant information and everyday needs
- Use routine opening and closing phrases where appropriate.

Notes

- Pronunciation may feature some variations in stress patterns, intonation and pitch.
- Gesture, facial expression, mime and other paralinguistic features may support oral exchanges.

Further Education Outcomes
Are broad educational goals for course and task design

English Language Outcomes
Are specific examples of how further education outcomes may be achieved using English as a second or subsequent language.

Evidence of Accomplishment
Linguistic criteria for determining achievement of English language outcomes.

Teaching & Assessment Approach
Holistic, learner centred, activity based approaches are encouraged for the delivery and assessment of modules.

Notes
Tasks or preformance variables that should be considered when observing learners for assessment purposes.

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Curriculum Domains

Are examples of how learning and language outcomes can be contextualised according to the needs and interests of the learners within the broad contextual domains of Personal Expression, the Learning Environment or In the Community.

Education Practices, Assessment Practices

Related to Further Education principles of multiplicity, connectedness, critical intelligence and transformation

Activity Bank

Sample activities for teaching and assessing. These are suggestions only — teachers may wish to add to these.

Curriculum Domains

Content of courses should relate to at least one of the following curriculum contexts:

- Personal Expression
- The Learning Environment
- In the Community

For example,

... in personal communication by:

- having a brief casual conversation about cultural background or country of origin
- talking about a recent family/cultural event.
- listening and responding to another's anecdote.

... in the learning environment by:

- notifying about absence from class, conversation about previous learning.
- indicating interest in, or concern about, a learning activity.
- participating in a class survey,

... in the community by:

- expressing interest or concern about a recent development or change in a community setting
- providing background information for brief transaction, discussing weather conditions in a casual conversation.
- expressing concern or confusion about an official procedure.

Education Practices

See overview for Certificate 1 (Foundation) level and also section B of this document.F

Assessment Practices

See overview for Certificate 1 (Foundation) level and also section B of this document.

Assessment activities at this level can include observations of role-play, conversation, small group and class discussion, informal/casual exchanges or interviews.

Activity Bank

Personal Expression

- Initiating and responding to greetings from others
- Showing interest/concern for another person through verbal feedback or questioning, body language and gestures.
- Relating a short sequence of events based on personal experience, e.g. immigration details, weekend, recent event.
- Describing a short sequence of pictures or personally meaningful photograph/object.

In the Learning Environment

- Using the names of teacher and group members.
- Indicating preferences for learning tasks and activities.
- Asking question about class times or other organisational information.
- Responding to classroom instructions by asking for clarification or undertaking tasks.
- Working collaboratively in learning tasks with others.
- Participating in the organisation of social events such as class excursion/party.

Section 3
ASSESSMENT AND COURSE ADMINISTRATION

APPROACH TO ASSESSMENT

Assessment Practices

Assessment practices throughout all three certificate levels should be integrated with teaching and learning practices. Informal assessment is best conducted by teachers throughout the course using a range of methods, such as:

- Informed observation – to obtain an overall impression of students' performance, e.g. using professional judgement and/or a set of explicit criteria to analyse a collection of work, or task performance over a period of time.
- Planned observation – to assess specific aspects of students' work, e.g. by analysing use of a particular language function, grammatical construction, genre or learning strategy at a particular point in time.
- Formative analysis – to obtain a more detailed view of learner progress and needs for the purpose of course planning, e.g. by comparing task performance, through a discussion with learners before and after a period or unit of instruction.

Assessment Guidelines

The Certificates in English Language Literacies document provides examples of what learners can be expected to achieve at each certificate level. There are also task or preformance variables for teachers to consider when observing learners of assessment purposes. They are outlined in the following table.

Assessment **Module 2: Reading and Writing**

Assessment should be integrated with teaching and learning practices

English Language Outcomes	CERTIFICATE I Foundation p. 52	CERTIFICATE I p. 78	CERTIFICATE II p. 104
LO 4 LO 5 LO 6	To complete personally relevant information on a form/survey. To read a short recount, narrative or description. To write a collaborative recount, narrative or description.	To use and understand personally relevant notes and messages. To read a short simple recount, narrative or description. To write a short simple recount,narrative or description.	To use and understand personally relevant notes and messages. To read a simple recount, narrative or description. To write a simple recount, narrative or description.
Evidence of Achievement (for example)	Write approximately 3 items of information. Write one or more simple sentences. Use and recognise a range of single words or written prompts related to personally relevant information and every day needs. **NOTES:** • Spelling and letter formation may feature some developmental variations. • Written texts may require oral, pictorial or visual support.	Write and understand simple clauses using basic word order patterns such as subject/ verb/object construction. Write and understand simple clauses using common tense markers and some simple verb forms e.g. Yesterday, on Saturday, simple present/past verbs. Use and understand simple conjuctions to link ideas in two clause sentences or across two sentences, e.g. and, then.	Use and understand common cohesive devices as indicators of sequence, e.g. first, then, after that, finally. Use and recognise some sequencing conventions for constructing pargraphs e.g. chronological order. Write and understand some multi-clause sentences using time markers and simple verb forms, e.g. In 19...., When I was ....

Assessment **Module 2: Reading and Writing**

English Language Outcomes	CERTIFICATE I Foundation p. 52	CERTIFICATE I p. 78	CERTIFICATE II p. 104
Evidence of Achievement (for example)		Locate specific information in a short, personally relevant text. **NOTES:** • Students will use and extend on modelled language by experimenting with sentence structure and vocabulary. • Spelling and letter formation may feature some developmental variations but these do not impede meaning. • Use familiar topics that have been demonstrated, taught and practiced. • May require oral, pictorial or visual support.	Use and understand a range of simple conjuctions that link ideas in a multi-clause sentences or across two sentences, e.g. and then, so, but, because. Use and recognise some common referencing convention, e.g. pronoun agreement, substitution and ellipsis. Understand main ideas and important details in a short written text on a familiar topic. Locate specific details in a familiar formatted text. **NOTES:** • Students will require opportunities for experimenting with modelled language and structures. • Spelling and letter formation may feature some developmental variations but these do not impede meaning. • Tasks may require oral support. • Tasks may require modelling and opportunities for redrafting.

Assessment Activities

When planning courses for Certificates in English Language Literacies learners, teachers are encouraged to consider which of the teaching activities they use would be most useful as assessment activities, given the more informal approach to assessment in the Certificates in English Language Literacies. The following table outlines some examples of teaching activities which could be used as assessment activities.

Examples of Assessment Activities

Certificate I (Foundation), Certificate I and Certificate II	
Oracy	Observations of role-play, conversation, small group and class discussion, informal/casual exchanges or interviews.
Reading & Writing	Collection of written work, sequencing & matching tasks, true & false activities, cloze activities, storyboard, dictation. Verbal responses to reading tasks are suitable at Foundation level. **Certificate II** • collection of work or work sheets • a small project on a particular topic • discussions about reading • short answer questions about reading • information gap activities • using models for own writing • participating in a class publication of stories, reports or biographies
Numeracy	• collection of work or work sheets • participation in an activity or role-play • arranging or planning for an event Verbal or written responses are suitable at Foundation level.
Using Electronic Texts	• collection of work or work sheets • participation in an activity or role-play • arranging or planning for an event Verbal or written responses are suitable at Foundation level.
Using Diagrammatic Texts	• collection of work or work sheets • participation in an activity or role-play • arranging or planning for an event Verbal or written responses are suitable at Foundation level.

RECORDING OBSERVATIONS OF ACHIEVEMENT

Observation of learner achievement can be recorded throughout the course. A sample of a completed observation sheet on the following page demonstrates how teachers record module completion. This record serves two purposes. It can be passed on to the next teacher as an indication of what the learners have achieved and what they need to focus on next. It can also be kept on file at the centre/venue as a student record. Samples of students' work will need to be kept for audit purposes.

Sample Record of Observation Sheet: Certificates in English Language Literacies

Start of course date: **End of course:** **Class:** **Teacher/s:**

Student	Oracy	Reading & Writing	Numeracy	Electronic Texts	Diagrammatic Texts	Certificate completed
Name Julia Bacon ID Number: 2364 **FINAL RESULT** **(module completion)**	Level (please circle) F 1 (2) **LO1** SC NC NA (RPL) **LO2** SC NC NA (RPL) **LO3** SC NC NA (RPL) **(SC) NC**	Level (please circle) (F) 1 2 **LO4** (SC) NC NA RPL **LO5** (SC) NC NA RPL **LO6** SC NC (NA) RPL **SC (NC)**	Level (please circle) (F) 1 2 **LO7** SC NC NA (RPL) **LO8** (SC) NC NA RPL **LO9** (SC) NC NA RPL **(SC) NC**	Level (please circle) (F) 1 2 **LO10** (SC) NC NA RPL **LO11** SC (NC) NA RPL **SC (NC)**	Level (please circle) (F) 1 2 **LO12** (SC) NC NA RPL **(SC) NC**	Date: Signatures:
Name ID Number: **FINAL RESULT** **(module completion)**	Level (please circle) F 1 2 **LO1** SC NC NA RPL **LO2** SC NC NA RPL **LO3** SC NC NA RPL **SC NC**	Level (please circle) F 1 2 **LO4** SC NC NA RPL **LO5** SC NC NA RPL **LO6** SC NC NA RPL **SC NC**	Level (please circle) F 1 2 **LO7** SC NC NA RPL **LO8** SC NC NA RPL **LO9** SC NC NA RPL **SC NC**	Level (please circle) F 1 2 **LO10** SC NC NA RPL **LO11** SC NC NA RPL **SC NC**	Level (please circle) F 1 2 **LO12** SC NC NA RPL **SC NC**	Date: Signatures:
Name ID Number: **FINAL RESULT** **(module completion)**	Level (please circle) F 1 2 **LO1** SC NC NA RPL **LO2** SC NC NA RPL **LO3** SC NC NA RPL **SC NC**	Level (please circle) F 1 2 **LO4** SC NC NA RPL **LO5** SC NC NA RPL **LO6** SC NC NA RPL **SC NC**	Level (please circle) F 1 2 **LO7** SC NC NA RPL **LO8** SC NC NA RPL **LO9** SC NC NA RPL **SC NC**	Level (please circle) F 1 2 **LO10** SC NC NA RPL **LO11** SC NC NA RPL **SC NC**	Level (please circle) F 1 2 **LO12** SC NC NA RPL **SC NC**	Date: Signatures:

NA= Not Attempted

RPL= Recognition of Prior Learning

LO= Language Learning Outcome

F= Certificate 1 (Foundation)

1= Certificate 1

2= Certificate 2

SC= Satisfactorily Completed

NC= Not Completed

RECOGNITION OF ACHIEVEMENT

Accredited Outcomes

Learners will receive a statement of attainment for satisfactory module completion. Upon completion of all five modules for a level, learners will be awarded a certificate. The certificate will be issued according to the provider's certificate and statement of attainment prototypes.

Non-Accredited Outcomes

These can include:

- a portfolio of written work
- participation in a community activity
- contribution to a group task, action or publication
- contribution to class planning and activity
- contact with people or agencies within and outside the learning institution
- compiling a learning diary
- collection of material for a 'literacy' scrapbook
- participation in a class production or exhibition
- organisation or participation in a social activity with another group
- mentor or peer tutoring work with others.

Issuing of Credentials

When learners exit a course or complete a learning period, they receive a statement of attainment showing the modules they have completed. If they complete all five modules at one certificate level, they are awarded a certificate. In some cases, students may complete modules across different levels. They receive a statement of attainment with a record of module completion at every level of achievement.

LEARNER PATHWAYS

The course develops skills to enable students to access further language and literacy provision, and gives increased access to employment and further training opportunities.

Refer to p. 36 for additional details on:

- articulation into other ESL courses
- ESL course options for learners who need to further consolidate their skills
- employment, further training and further education pathways for learners exiting Certificates in English Language Literacies courses
- additional further education pathway outcomes.

Note that the Certificates in English Language Literacies curriculum is not equivalent to the Certificates in Spoken and Written English (CSWE). The following diagram of the Certificates in English Language Literacies pathways indicates where the certificates sit in relation to the CSWE.

Certificates in English Language Literacies Pathways and Related Framework

	AQF 1	AQF 2	AQF 3	AQF 4
	Beginning Second Language Literacy **Certificate I (Foundation)** **Certificate I** CSWE[1] I CGEA[2] I (Foundation) Certificate I in ESL Access Certificate I in Literacy & Numeracy	**Certificate II** CSWE II CGEA II Certificate II in ESL Access Certificate II in ESL (Vocational Purposes) Certificate II in ESL (Academic Purposes) CGEA II in Literacy & Numeracy CGEA II (Further Study)	CSWE III - Vocational English CSWE III - Further Study CSWE III - Community Access Certificate III in ESL Access Certificate III in ESL (Vocational Purposes) Certificate III in ESL (Academic Purposes) Certificate III in Literacy & Numeracy – Vocational English Certificate III in Literacy & Numeracy – Further Study Certificate III in Literacy & Numeracy – Community Access	CSWE IV - Vocational English CSWE IV - Further Study CSWE IV - Mixed Focus Certificate IV in ESL Access Certificate IV in ESL (Vocational Purposes Certificate IV in ESL (Academic Purposes)
Initial referral	ASLPR 0 0+ 1-	ASLPR 1-/1	ASPLR 1/1 +	ASPRL 2

1 Certificates in Spoken & Written English

2 Certificates in General Education for Adults

• CGEA currently under review
CGEA referred to here published 1996

Section 4
COURSE PLANNING

Course Planning Scenarios

The curriculum domains provide a framework for course planning. The following scenarios give some indication of what teachers and practitioners might expect to cover in their courses using the Certificates in English Language Literacies curriculum framework. This will also be influenced by the educational philosophy and methodology used.

Scenario 1.

Gordana is a retired process worker. Now that she has more time available she wants to improve her oracy skills in English to communicate more with her two small grandchildren. She also wants to be able to do her own banking and have a card so she can use an ATM. She has five years' formal education, and is enrolled in a six hour a week class, for ten weeks, with a high oracy/low literacy focus. This means Gordana will be developing her skills in Oral Communication at Certificate II level, and her reading, writing and numeracy skills at Certificate I (Foundation) level.

As the ten week course is sixty hours in total, her teacher will focus on the Personal Domain so that the course is designed to addresses Gordana's and her fellow students' interests and needs. During the course Gordana's teacher plans to take an integrated approach, introducing and recycling activities that relate to some of the English language learning outcomes from the Oral Communication module (Certificate II), and the Reading and Writing, and Numeracy modules at Certificate I level. She expects her students to make some progress towards demonstrating their abilities in these three modules.

Scenario 2.

Julia has been retrenched as a machinist. She has been living in Australia for ten years. She has eight years of education. She wants to find a job as soon as possible but knows she need to improve her literacy skills. At the placement interview she was given RPL for the Oral Communication module at Certificate 1 level. She is enrolled in a Certificate II / I level class, with a job-seeking focus, for ten hours a week over twenty weeks. She will receive two hundred hours of tuition.

Julia's teacher plans to use the three Curriculum Domains to address her students' particular needs and interests in the job-seeking area. She expects the learners to have demonstrated their abilities in all or most of the English language learning outcomes at Certificate I level in the four modules — Reading and Writing, Numeracy, Electronic and Diagrammatic Texts — by the end of the course. Julia and her classmates should have also made some progress towards achieving the language learning outcomes of the Oral Communication module at Certificate II level.

Scenario 3.

Ahmed is a newly arrived migrant in his early thirties. He has some familiarity with the Roman script and can write his name. He has had six years of education. He is enrolled in an eight- hour a week Foundation level course for ten weeks, with other learners who have similar backgrounds. This class will provide him with eighty hours tuition.

Due to the limited formal education of Ahmed and his classmates, Ahmed's teacher will focus on the Learning Environment to specifically develop their study skills, e.g. learning how to organise a folder and file worksheets, how to do homework, learn spelling, and correct and check their own work etc. She will also use the Personal Expression domain as a means of incorporating his and his classmates' experiences and interests into the day-to-day activities. Within these two curriculum contexts, Ahmed's teacher plans to introduce the course content, integrating it across the three modules — Oral Communication, Reading and Writing, and Numeracy.

As much of the content will need to be recycled, Ahmed's teacher expects to have introduced activities appropriate to the Foundation level that relate to the three outcomes of the Oral Communication module, the first two outcomes of the Reading and Writing module, and possibly the first two outcomes of the Numeracy module. She expects most of the class to achieve the Oral Communication language learning outcomes by the end of the term.

Themes and the Curriculum Domains

When planning a course or program using the Certificates in English Language Literacies curriculum, teachers and practitioners are encouraged to plan beginning with the topics, themes or units of work they have already successfully delivered, and map the activities on to the Certificates in English Language Literacies framework.

Below are examples of themes that teachers have used to plan units of work. They have been mapped against one or more of the curriculum contexts. Some themes will be appropriate in more than one curriculum context, thus providing greater flexibility for teachers in their course design.

Examples of Course Planning Themes

Curriculum Domains

Personal Expression	In the Learning Environment	In the Community
Health	Excursions	Celebrations
Self	Pathways	Support networks
Family	The learning community	❖ religious
Celebrations	Using a dictionary	❖ cultural
Personal history	Introduction to a computer/laptop	❖ social
Shopping	Class social event	Shopping
Job-seeking skills	The learning space	Enviroment
Summer safety		❖ water usage
Housing		❖ recycling
Transport		Safety
Emergency Services		❖ home
Cultural traditions		❖ work
Foods		❖ road
Employment — site visits		Summer Safety
Local amenities		Renting a home
Using the telephone		Transport
Orientation to Melbourne		Emergency Services
Leisure time		Voting/electoral system
		Food
		Orientation to Melbourne
		Local amenities
		Medical services
		Visit to the local library
		Investigating migrant issues
		Accessing a health service
		Migration
		Employment — site visit

Themes and Activities — Integrating the Modules

This section sets out possible themes and activities that teachers and practitioners have used with current accredited curricula. The activities have then been mapped onto the curriculum framework, in terms of the skill areas or modules they address. The examples of units of work using this approach across the three certificate levels demonstrate how the modules can be integrated.

Level: Certificate 1 (Foundation)
Theme: Shopping for fruit and vegetables at the local market or supermarket
Curriculum Domain/s: In Personal Expression / In the Learning Environment / In the Community

ACTIVITY	Oracy	R & W	Numeracy	Electronic Texts	Diag. Texts
Students' shopping practices Discussion Days, time, calendar	●	●	●	●	●
Recognising vegetables and fruit Matching names & pictures Class survey of likes, dislikes Collaborative descriptions with teacher as scribe	●	●	●		
Visit to a local market or supermarket Locate on plan Buying vegetables/fruit for a cooking activity	●	●	●		●
Follow-up activities on the market visit Question & Anwser — discussion Construct collaborative recount	●	●	●		
Cooking fruit/vegetables with a microwave Reading, matching signs on buttons Programming the microwave Working in groups to prepare fruit/vegetables Timing cooking of fruit/vegetables	●	●	●	●	

Level: Certificate 1
Theme: Ringing 000
Curriculum Domain/s: Personal Expression and In the Community

ACTIVITY	Oracy	R & W	Numeracy	Electronic Texts	Diag. Texts
Identify types of Emergency Services ❖ Q & A — students' experiences ❖ write a sentence about Emergency Service pictures	●	●			
Phone call to 000 ❖ identify information to give 000 — name, address, telephone number, problem/symptom, etc. ❖ reading short instructions on making a phone call to 000	●	●	●		
Role-play different emergency situations ❖ participate in the construction of a short dialogue to ring 000 ❖ give appropriate information	●	●			
Using a mobile phone to call 000 ❖ reading symbols ❖ following oral and written instructions	●	●	●	●	●

Level: Certificate II
Theme: Renting a home
Curriculum Domain/s: Personal Expression and In the Community

ACTIVITY	Oracy	R & W	Numeracy	Electronic Texts	Diag. Texts
Public and private housing Using the public housing language link Types of places to rent	●	●		●	●
Private housing — looking for a house or flat to rent Reading newspaper advertisements Comparing prices for houses/flats in different locations Matching advertisements to students' needs	●	●	●		●

ACTIVITY	Oracy	R & W	Numeracy	Electronic Texts	Diag. Texts
Asking a real estate agent about places to rent Dialogue Role-play Matching advertisements to students' needs	●	●	●		●
Arranging an inspection Locating house/flat in street directory	●	●	●		●
Applying to rent a property Bonds and leases Tenant Union of Vic web site address (English/multilingual information)	●	●	●	●	

Mapping Teaching, Learning and Assessment Activities onto the Curriculum Framework

These sample course outlines are located in Appendix 1 of the Certificates in English Language Literacies document. A further step in course planning is to map the activities onto the curriculum framework indicating the skill focus areas (modules), the language learning outcomes, and the curriculum context (domains) that have been addressed.

** Indicate possible assessment activities

Foundation Certificate	Personal Expression "A Life Journey"	In the Learning Environment "A Class Excursion"	In the Community "Accessing a Health Service"
Oracy	At least 3 major life events Timelines — teacher models LO 1 LO 2 LO 3	Possible destinations Class plan, follow-up questions LO 2 LO 3	Picture prompt of a health issue Common symptoms, illness and treatment **Range of health services — appointment, interview LO 1 LO 2 LO 3
Reading and Writing	Construct own timeline following teacher model **Read a recount and construct own LO 4 LO 5 LO 6	Excursion notice and form Shopping list Recount of excursion using guide questions LO 4 LO 5 LO 6	**Personal details for a form Medicare card LO 4

Foundation Certificate	Personal Expression "A Life Journey"	In the Learning Environment "A Class Excursion"	In the Community "Accessing a Health Service"
Numeracy	Dates for timelines and events (years) Ages, duration of life stages LO 7 LO 8 LO 9	**Rank priorities from a list of destinations (ordinals) Time, cost and date of excursion LO 7 LO 8 LO 9	Contact numbers for frequently used services Dosage for treatments Temperature on a thermometer LO 7 LO 8 LO 9
Electronic	**Transcribe recount onto word processor Storyboard recount of others LO 10 LO 11	Visit web site of destination/subject Transcribe recount onto computer **Use calculator to total cost LO 10 LO 11	Visit community web site Visit community service on public transport— use MET ticket machine LO 10 LO 11
Diagrammatic texts	Timeline — structure, purpose LO 12	Find location on a map (trace route before and after excursion) LO 12	**Read symbols to find location of community health services on a map LO 12

Certificate 1	Personal Expression "A Cultural Festival"	In the Learning Environment "The Learning Space"	In the Community "Accessing a Health Service"
Oracy	Model outline of a cultural festival — list main practices/rituals **Students discuss own experiences LO 1 LO 2 LO 3	Name items/objects in learning environment Locate items on class plan LO 1 LO 2 LO 3	What does immigration mean? Who are migrants? Migration history of local community LO 1 LO 2 LO 3
Reading and Writing	Model description of cultural event T/F questions, cloze Fill the gap activity for student to write description of own experience LO 4 LO 5 LO 6	Preference sheet for range of possible seating arrangements **Read/write description of ideal learning space LO 4 LO 5 LO 6	**Narrative of local migration history (from a model timeline) Notices about migrant services LO 4 LO 5 LO 6
Numeracy	Duration and timing of events/practices/rituals LO 7 LO 8 LO 9	Shape, distance, measurement LO 7 LO 8 LO 9	Demographics of local area — change over time LO 7 LO 8 LO 9
Electronic Texts	**Transcribe own description onto word processor **Visit web site related to cultural event LO 10 LO 11	Transcribe description onto word processor LO 10 LO 11	Video showing migration experience — compare to experiences of local community LO 10 LO 11
Diagrammatic Texts	Timetable of events Map of country of origin LO 12	**Aerial view of space and seating arrangements LO 12	**Local map, shading areas LO 12

Certificate I I	Personal Expression "Using the Telephone"	In the Learning Environment "Class Social Event"	In the Community "Investigating Migrant Issues"
Oracy	**Listen and explain to others — best deals LO 1 LO 2 LO 3	**Discuss option — give reasons for and against choices LO 1 LO 2 LO 3	Interview another about maintaining cultural links in Australia LO 1 LO 2 LO 3
Reading and Writing	Read short information text from phone company Keep a log — complete phone call survey LO 4 LO 5 LO 6	**Write a report of the event **Read brochures and telephone books for organising event LO 5 LO 6	Use phone book to locate ethnic groups Write a group story about maintaining cultural links in Australia LO 5
Numeracy	Compare costs of different services Calculate costs of weekly monthly phone calls LO 7 LO 8 LO 9	**Calculate cost of event — explores alternative, cost effective options LO 7 LO 8 LO 9	Make a line graph relating to acculturalisation and/or key migrant experiences in Australia LO 7 LO 8 LO 9
Electronic	**Read and program mobile phone Use a calculator LO 10 LO 11	**Use web addresses to locate information for event LO 10 LO 11	Use web addresses and browser to locate information about ethnic groups LO 10 LO 11
Diagrammatic	**Make a bar graph of phone call usage in class group LO 12	Read and prepare route map for those attending the event LO 12	Find location of groups in a Melway LO 12

Planning for Mixed Ability Groups

The Certificates in English Language Literacies is designed to cater for individuals with uneven skill development (e.g. higher oracy than literacy), and for a variety of literacy skills within a student group. The learning outcomes may be grouped across levels according to the diversity of the group and the different skill levels of individual learners. This course outline is an example of how the Certificates in English Language Literacies can be used for mixed ability, disparate learner groups.

This course outline also shows how the Further Education Outcomes (refer Resource Guide p. 11) can be incorporated into course planning. Note for example, how the Further Education Outcome, "Social Context" is a vehicle for English language instruction and links to the language learning topic.

Course Outline for Mixed Ability Groups

Topic: A CULTURAL FESTIVAL – NEW YEAR **Curriculum Domain:** PERSONAL EXPRESSION

Further Education Outcomes

Intercultural – different calendars (lunar vs solar), religious/traditional vs commercial practices, meanings of rituals, obligations of individuals/family groups.

Social Context – participants in various festivities and rituals, gender and family roles, impact of social distance (friends vs strangers), personal vs public.

Intertextuality – influence of historical and religious texts and beliefs on symbolism and practices, impact of traditional texts on commercial texts, how traditions are represented or exploited in commercial texts.

Emerging Literacies – impact of global networks on communication between people and representations of cultural festivals.

Power Relations – how the dominant culture positions practices of another culture, such as allocation of public holidays, workplace conditions.

Transference of Skills – using English for making arrangements, discussing and describing events and cultural practices for intepersonal communication, and for workplace and community interactions/understandings.

English Language Outcomes

By completing the activities in this unit, students will have the opportunity to develop skills using English for personal expression in the following ways:

Modules: Skill Focus Areas:	Certificate I (Foundation)	Certificate I	Certificate II
Oracy	Express own experience of a new year event by responding to simple questions or other cues.	Ask questions about new year event experienced by another. Talk about a photograph of an event.	Participate in a conversation comparing new year celebrations here and in country of origin. Give a short oral presentation on a personal experience of new year.
Reading and Writing	Contribute to a text composed by the class and scribed by the teacher. Transcribe the text.	Use a model text to write own experience of new year including specific details. Read a short paragraph and answer questions about specific details.	Design a flyer advertising a community celebration or event. Read several personal descriptions of a new year celebration and discuss in a small group.
Numeracy	List times and duration of events, items needed.	Calculate cost of a particular new year event – researching item/ resources available in local area.	Explore alternative cost effective options by estimating quantity and calculating cost in relation to number of people participating.
Using Electronic Texts	List and name eletronic devices useful to the occasion, e.g. autobank, microwave, calculator.	Use a calculator to add up the costs of the event.	Use a range of features on a calculator and show increasing confidence in a range of other electronic devices.
Using Diagrammatic Texts	Participate in making a timeline of events. Locate festival dates on a calendar.	Make a timeline of events, including specific details about items needed.	Make an itinerary for planning a new year event using a timeline from previous personal experience.

Section 5
RESOURCES

RESOURCES FOR TEACHING AND ASSESSMENT

Teachers are familiar with developing their own teaching, development and assessment activities using authentic texts with other accredited curricula. This approach is strongly featured in the Certificates in English Language Literacies curriculum, where the Activities Banks for each module provide numerous examples of teaching, learning and assessment activities, based on such authentic texts as fees, fines, library forms, touch screeens, timetables, newspaper pictures etc.

There is a small range of commercial resources available to teachers for use with the different certificate levels. Below is a list with the approximate certificate levels.

Certificate I (F)

Hebert, Pia and J. McFeeter	*Classroom Considerations — A practical guide to teaching beginning language and literacy*	1994	AMES: Victoria
Nicholls, Mary and R. Raleigh	*Understanding Life in Australia — ESL for older learners*	1998	ACFEB: Victoria
Ramm, Jenny	*Signposts: Access material for beginning ESL learners*	1992	AMES: Victoria

Certificate I

Hebert, Pia and J. McFeeter	*Classroom Considerations — A practical guide to teaching beginning language and literacy*	1994	AMES: Victoria
Loras, C. and D. Mullen	*Everyday Reading Skills — Elementary*	1997	OUP: Victoria
O'Day, Carmel	*Food for a New Beginning — A teaching resource for Adult English as a second language*	2000	AMES: Victoria
Nicholls, Mary and R. Raleigh	*Understanding Life in Australia — ESL for older learners*	1998	ACFEB: Victoria

Certificate II

Hajncl, L. and J. Livingstone	*Getting Started in Word Help Book — Arabic, Bosnian, Chinese, Croatian, Serbian, Vietnamese*	2001	AMES: Victoria
Hebert, Pia and J. McFeeter	*Classroom Considerations — A practical guide to teaching beginning language and literacy*	1994	AMES: Victoria
Livingstone, J.	*Settling In — Renting a home in Victoria Level I*	2001	AMES: Victoria
Nicholls, Mary and R. Raleigh	*Understanding Life in Australia — ESL for older learners*	1998	ACFEB: Victoria

O'Day, Carmel	*Food for a New Beginning — A teaching resource for Adult English as a second language*	2000	AMES: Victoria
Power, Maggie	*Surveys*	1996	OUP: Victoria
Power, M. and C. Davies	*Pictures to Words*	1996	OUP: Victoria

Resources for Teacher Reference

The Certificates in English Language Literacies document has numerous references for teachers who are interested in researching suitable approaches and other background material (Refer p. 30–31). There is also an Information Sheet on the Certificates in English Language Literacies available from ARIS. The information includes:

- potential target groups and learners
- an overview of some of the organising features of the curriculum framework.

Online Resources

Teaching, learning and assessment activities for the Reading and Writing module for Certificate II in English Language Literacies are also available on the TAFE VC web site. Teachers should contact their regional IT coordinator for further information. The web site address is: www.tafevc.com.au

These activities were designed by teachers from ACENET, Holmesglen TAFE and AMES. If learners have not developed their computing skills sufficiently to do the activities online, teachers can download the activities for classroom use.

Below are lists of teaching and assessment activities for the Reading and Writing module that are available online. Note the following key:

CO = In the Community domain
LE = In the Learning Environment
PE = Personal Expression
The letters a,b,c and d refer to the sequence of activities.

Reading and Writing — Teaching and Learning Activities

1. Instructions — A Charity Notice — Notes and Messages (LO4COa)
2. Instructions — Parking Signs 1 — Notes and Messages (LO4COb)
3. Instructions — Parking Signs 2 — Notes and Messages (LO4COc)
4. Instructions — Parking Signs 3 — Notes and Messages (LO4COd)
5. Instructions — Parking Signs 4 — Notes and Messages (LO4COd)
6. Instructions — Notes from School — Advanced — Notes and Messages (LO4LEa)
7. Instructions — Writing Notes — Notes and Messages (LO4LEb)
8. Personal Notes — Notes and Messages (LO4LEc)
9. Formal Notes — Notes and Messages (LO4PEa)
10. Instructions — Sally, A Charity Gift — Reading Narratives (LO5COa)
11. Instructions — Parking, Martin's Mistake — Reading Narratives (LO5COb)
12. Instructions — Festivals — Reading Narratives (LO5LEa)
13. Instructions — The Melbourne Cup — Reading Narratives (LO 5LEb)
14. Instructions — Marta's Story — Reading Narratives (LO5LEc)

15. Cathy Freeman, a Short Biography — Reading Narratives (LO 5PEa)
16. Banjo Patterson, a Short Biography — Reading Narratives (LO5PEb)
17. Instructions — Sally, A Charity Notice — Writing Narratives (LO6COa)
18. Instructions — Parking — Martin and Jane — Writing Narratives (LO6COb)
19. Instructions — Describing People — Writing Narratives (LO6LEa)
20. Instructions — Keeping a Journal — Writing Narratives (LO6LEb)
21. Instructions — Different Learning Experiences — Writing Narratives (LO6LEc)
22. A School Trip — Writing Narratives (LO6LEd)
23. A Biography, Patricio — Writing Narratives (LO6PEa)
24. Lyn's Nightmare — Writing Narratives (LO6PEb)

These teaching and learning activities can either be done online by the learner, or downloaded by the teacher.

Reading and Writing — Assessment Tasks

1. The Neighbourhood Charity — Assessment — Notes and Messages (LO4COa)
2. Parking Signs 1 — Assessment — Notes and Messages (LO4COb)
3. Reading a Note from School — Assessment — Notes and Messages (LO4LEa)
4. Writing Notes — Assessment — Notes and Messages (LO4LEb)
5. Leaving a Personal Note — Assessment — Notes and Messages (LO4PEa)
6. Understanding a Formal Note — Assessment — Notes and Messages (LO4PEb)
7. The Charity Shop — Assessment — Read Narrative (LO5COa)
8. Kate Gets A Fine — Assessment — Read Narrative (LO5COb)
9. A Clever Idea — Assessment — Read Narratives (LO5LEa)
10. Mixed Sentences — Assessment — Read Narratives (LO5LEb)
11. Captain James Cook — Assessment — Read Narratives (LO5LEc)
12. Biography: Mel Gibson — Assessment — Read Narratives (LO5PEa)
13. A Parking Ticket — Assessment — Write Narratives (LO6COa)
14. What I did this week — Assessment — Write Narratives (LO6COb)
15. Writing Paragraphs — Assessment — Write Narratives (LO6LEa)
16. Describing People — Assessment — Write Narratives (LO6LEb)
17. Writing a Biography — Assessment — Write Narratives (LO6PEa)
18. Writing a Short Recount — Assessment — Write Narratives (LO6PEb)

The assessment activities can either be done online by the learner, or downloaded by the teacher.

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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