AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

English as an Additional Language or Dialect Teacher Resource

Annotated Content Descriptions English Foundation to Year 10

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Version History

Date	Comment
August 2011	*English as an Additional Language Teacher Resource* published comprising an overview of EAL/D learning, an EAL/D learning progression, advice for teachers of EAL/D students, a glossary, references and acknowledgments
September 2011	Revisions to contents page, minor editorial changes to learning progression and glossary, and inclusion of additional references
August 2012	*English as an Additional Language Teacher Resource* re-published and re-named as *English as an Additional Language Teacher Resource: Overview and EAL/D Learning Progression Foundation to Year 10* Additional components of the *English as an Additional Language Teacher Resource* published including: - *Annotated Content Descriptions: English Foundation to Year 10* - *Annotated Content Descriptions: Mathematics Foundation to Year 10* - *Annotated Content Descriptions: Science Foundation to Year 10* - *Annotated Content Descriptions: History Foundation to Year 10* - *EAL/D Student Work Learning Progression: Foundation to Year 10*

Introduction

The *Shape of the Australian Curriculum* describes ACARA's commitment to supporting equity of access to the Australian Curriculum for all students. As part of this commitment, ACARA developed the *English as an Additional Language or Dialect Teacher Resource* to support teachers as they develop teaching and learning programs in the Australian Curriculum: Foundation to Year 10 with students for whom English is an additional language or dialect (EAL/D).

The *English as an Additional Language or Dialect Teacher Resource* is available as several related publications:

- *Overview and EAL/D Learning Progression Foundation to Year 10*
- *EAL/D Annotated Content Descriptions Foundation to Year 10* for each of English, Mathematics, Science and History
- *EAL/D Student Work Learning Progression Foundation to Year 10*.

Additional components of the resource will be published as the Australian Curriculum is developed. All publications are available at www.acara.edu.au.

The resource has been developed to:

- advise teachers about areas of the curriculum that EAL/D students may find challenging and why
- assist classroom teachers to identify where their EAL/D students are broadly positioned on a progression of English language learning
- help teachers understand students' cultural and linguistic diversity, and the ways this understanding can be used in the classroom
- provide examples of teaching strategies supportive of EAL/D students
- direct teachers to additional relevant and useful support for teaching EAL/D students.

Throughout the resource, English refers to Standard Australian English.

Annotated Content Descriptions English Foundation to Year 10

This publication contains annotations that describe linguistic and cultural considerations implied by some English content descriptions. It also suggests teaching strategies to better enable EAL/D students to access the learning described in the English content descriptions.

The annotated content descriptions for each of English, Mathematics, Science and History have been developed to advise teachers about areas of the curriculum that EAL/D students may find challenging and why, help teachers understand students' cultural and linguistic diversity and the ways this understanding can be used in the classroom and provide examples of teaching strategies supportive of EAL/D students.

Only content descriptions for which annotations have been written have been included in the following tables. All content descriptions are available at www.australiancurriculum.edu.au.

Annotated Content Descriptions: English Foundation

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand that English is one of many languages spoken in Australia and that different languages may be spoken by family, classmates and community (ACELA1426)	EAL/D students may be bilingual with learning experience in at least one other language. Maintenance of their first language is important to their English language learning.	When exploring different languages spoken in Australia, investigate the languages used in the classroom and by students' families at home. Ask students to share words and texts from their first language and display these in the classroom to assist all students to learn new words in languages other than English.
Language for interaction Explore how language is used differently at home and at school depending on the relationships between people (ACELA1428)	Some students may use language dialects at home that differ from the way language is used in the school setting. One use of language is not better or worse than another. They are simply different, and it is important not to assign values to those differences.	Explicitly teach ways to use English appropriately in school, taking into account audience and purpose. For example: • playground language • informal language of classroom • speaking to teachers • academic-specific language.
Language for interaction Understand that language can be used to explore ways of expressing needs, likes and dislikes (ACELA1429)	The vocabulary of feelings and emotions is challenging for EAL/D students, as it is often abstract. Often, language is learned through visual reinforcement, and this is not always possible for abstract nouns. EAL/D students are more likely to know this vocabulary in their first language.	Classroom discussions can be used to teach new vocabulary to EAL/D students. When students contribute ideas and vocabulary to discussion, teach that contribution back to the whole class to ensure that EAL/D students have shared understanding while simultaneously building their vocabulary. For example, act out 'miserable', or draw facial expressions for 'sad', 'excited' and so on. Ask parents or bilingual assistants to assist in translating abstract emotions. Explicitly teach ways to use language appropriately depending on context and relationship between speaker and listener. Role play is an excellent vehicle

Annotated Content Descriptions: English Foundation

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		for this kind of explicit teaching in the early year levels.
Text structure and organisation Understand that texts can take many forms, can be very short (for example an EXIT sign) or quite long (for example an information book or film), and that stories and informative texts have different purposes (ACELA1430)	EAL/D students who are new to Australia or who live in remote areas may not have an understanding of some of the signs and stories that we may assume are shared knowledge (for example an EXIT sign, nursery rhymes).	When showing 'everyday' examples of texts, provide background information on their meaning (for example EXIT signs and STOP signs – what do they mean?). Share texts from the students' home language if appropriate (for example a newspaper from home). What does the road sign for STOP look like in their country of birth? (NB: the red hexagonal symbol is universal and therefore recognisable for young students).
Text structure and organisation Understand that some language in written texts is unlike everyday spoken language ACELA1431	Not all languages have written traditions, and for students from these cultural backgrounds understanding the differences between written and spoken language is even more challenging as they don't bring a print awareness with them to the classroom.	Some students may have limited or no print literacy – not simply because they are young, but because they come from a linguistic background that has no tradition of print literacy. These students will require additional time and explicit support in understanding that the spoken word can have a print representation.
Text structure and organisation Understand that punctuation is a feature of written text different from letters, recognise how capital letters are used for names and that capital letters and full stops signal the beginning and end of sentences (ACELA1432)	Punctuation varies in different languages. In some languages it does not exist, and in other languages the symbols used are different (for example in German all nouns are capitalised, while some languages have no capitals).	Explicitly teach punctuation in context, ensuring that EAL/D students understand both the punctuation symbol and its function.
Text structure and organisation Understand concepts about print and screen, including how books and simple digital texts work, and know some features of print, for example directionality (ACELA1433)	Some languages have different print conventions from English, and some EAL/D students with first language print literacy may have different expectations of print direction. Not all languages have written traditions, and for students from	Mark the starting place on worksheets. Use a pointer to model directionality when reading big books. When students attempt reading, have them point to the words or assist by holding the student's

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	these cultural backgrounds understanding the differences between written and spoken language is even more challenging as they don't bring a print awareness with them to the classroom.	finger. Some students may have limited or no print literacy – not simply because they are young, but because they come from a linguistic background that has no tradition of print literacy. These students will require additional time and explicit support in understanding that the spoken word can have a print representation.
Expressing and developing ideas Recognise that sentences are key units for expressing ideas (ACELA1435)	Word order differs in all other languages, and so English sentence structures will be new for all EAL/D students. In English, meaning is governed by word order to a greater extent than in many other languages. Some EAL/D students with first language print literacy may have different expectations of word order and directionality of print.	EAL/D students do not have an intuitive sense of the English language and cannot easily self–correct. Even EAL/D students in the Developing phase do not have enough broad experiences of English to recognise all of what is possible with English sentence structure. Do not rely on student self– correction or prompt questions such as 'Does that sound right?' Explicitly teach sentence structure by demonstrating what is possible with word order and what is not. Engage EAL/D students with frequent experiences of hearing English texts read aloud.
Expressing and developing ideas Recognise that texts are made up of words and groups of words and illustrations or images that make meaning (ACELA1434)	Words remain the same each time we read. Not all languages have written traditions, and for students from these cultural backgrounds understanding the links between written and spoken language is even more challenging as they don't bring a print awareness with them to the classroom. Mainstream students can bring their spoken vocabulary to the task of learning how utterances can be expressed in written words. When	Ensure that visuals or real–life objects accompany written words to help EAL/D students make the meaning connection. Use everyday texts cut up into words and reassemble them to make meaning.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	the teacher points to the word 'chair', mainstream learners understand the meaning of the spoken utterance 'chair' and can attach meaning to the written word. EAL/D students may not have the spoken vocabulary, and therefore meaning is not achieved. Thus, an understanding of how print works requires more time and more teaching.	
Expressing and developing ideas Explore the different contribution of words and images to text meaning in stories and informative texts (ACELA1786)	Visuals themselves are not culturally neutral, and sometimes require as much explanation as words.	Develop and extend vocabulary (multiple meanings) and link to images– descriptive vocabulary to enhance meaning. Classroom discussions can be used to teach new vocabulary to EAL/D students. When students contribute ideas and vocabulary to discussion, teach that contribution back to the whole class to ensure that EAL/D students have shared understanding while simultaneously building their vocabulary. A variety of visuals (for example several images of a letterbox in different contexts rather than one which may be unfamiliar), or acting out new vocabulary (for example using a 'whispering' voice or a 'mumbling' voice) can be an aid to vocabulary teaching.
Expressing and developing ideas Understand the use of vocabulary in familiar contexts related to everyday experiences, personal interests and topics taught at school (ACELA1437)	The 'everyday' is determined by our social and cultural contexts, and so it is important not to assume what constitutes 'everyday' for all students. Often, with this year level we use the home experiences as a familiar starting point for teaching language. However, many EAL/D students don't know the English vocabulary for 'everyday' home	Explicitly teach 'everyday' vocabulary, including the language of home (for example kitchen utensils). Build visual word banks for everyday vocabulary. Ensure that a broad and inclusive view of the 'familiar' and 'everyday' is portrayed in the classroom (for example images of kitchen utensils familiar in different households: wok, mortar and

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	and family items because they use their home language in these contexts.	pestle, steam basket). Use real– life objects to teach language (for example props when reading stories). Make use of illustrations and photographs in imaginative and informative picture books to teach new vocabulary.
Expressing and developing ideas Know that spoken sounds and words can be written down using letters of the alphabet and how to write some high– frequency sight words and known words (ACELA1758)	Not all languages are alphabetic. Some EAL/D students will have experiences with other languages that are not alphabetic (for example logographic languages such as Chinese, syllabic languages such as Korean) or with alphabetic languages that have different scripts such as Russian. Even if students are not writing in their first language, they may be surrounded by first language print at home, and this will impact upon their initial attempts at writing in English. However, not all languages have written traditions, and for students from these cultural backgrounds understanding the differences between written and spoken language is even more challenging as they don't bring a print awareness with them to the classroom.	Find out the first language print experiences of EAL/D students in the class. While teaching the connections between sounds and print, identify students who have limited or no print literacy – not simply because they are young, but because they come from a linguistic and cultural background that has no tradition of print literacy. These students will require additional time and explicit support in understanding that the spoken word can have a print representation. Provide examples of English print such as name cards, wall charts, posters and signs.
Expressing and developing ideas Know how to use onset and rime to spell words (ACELA1438)	Each language has its own sounds. The onsets in English are made from consonants, consonant clusters and digraphs. Some of the digraphs of English will be new for EAL/D students and difficult to distinguish and reproduce (for example *th*, *thr*).	Teach phonics in the context of words that students clearly understand (for example first teach the meaning of the word, and then unpack the phonemes of the word). Cutting the word up into its phonemic parts helps writing, reading and pronunciation (for example *Th – is*).
Sound and letter knowledge Recognise rhymes, syllables	Each language has its own sounds. English has 26 letters and	Find out about the first language of EAL/D students to understand

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
and sounds (phonemes) in spoken words (ACELA1439)	44 sounds (phonemes), and each phoneme has an average of 12 different graphic representations. Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce.	which sounds are likely to be problematic for them. Bilingual assistant or family members can be helpful. Do sound and letter knowledge on words that the students understand. Ensure that meaning of words is established first before doing sound and syllable work.
Sound and letter knowledge Recognise the letters of the alphabet and know there are lower- and upper-case letters (ACELA1440)	Capitalisation of words is specific to individual languages. For non-alphabetic languages, capitalisation is non-existent, and capitalisation differs among the alphabetic languages (for example in German all nouns are capitalised, while some languages have no capitals). English letters range in the congruence between the upper case and lower case – from the very similar *Ss* – to the dissimilar *Qq* – and this can be particularly confusing for EAL/D students new to experiences with the English alphabet.	Explicitly teach the purpose of upper-case letters, and make clear the differences between upper-case and lower-case letters, particularly when they are quite dissimilar (for example *Qq*, *Rr*, *Ee*, *Dd*).
Literature		
Responding to literature Respond to texts, identifying favourite stories, authors and illustrators (ACELT1577)	Understanding humour usually requires advanced language skills and insider cultural knowledge, and this is very challenging for EAL/D students in the early phases of their EAL/D learning progression.	When using 'funny' stories to engage the class, take some time to explain jokes to EAL/D students.
Responding to literature Share feelings and thoughts about the events and characters in texts (ACELT1783)	EAL/D students in the Beginning and Emerging phases of English language learning have limited vocabulary. Additionally, the vocabulary of feelings and emotions is often abstract it is challenging for EAL/D students in all phases of their EAL/D learning progression.	Use visual reinforcement to teach the vocabulary of feelings and emotions. Ask parents or bilingual assistants to assist, as the students may know this vocabulary in their first language. Use texts from the students' first language to model and prompt

Annotated Content Descriptions: English Foundation

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	Not all cultures value the sharing of feelings. For some EAL/D students this may be confronting, embarrassing or just unfamiliar. Be aware that some students' reticence to contribute may be for cultural reasons.	language. Allow EAL/D students time and space to become contributors to classroom discussions. One– on–one interactions and small group work can support this.
Examining literature Identify some features of texts, including events and characters, and retell events from a text (ACELT1578)	EAL/D students in the Beginning and Emerging phases of language learning have limited vocabulary and understanding of beginning sentence structures. This means that they will be limited in their retells.	Use stories that are familiar to the students, and provide scaffolds into the retell. EAL/D students in the Beginning and Emerging phases could put visuals of main events into the correct sequence, while Developing phase students could match words and pictures using a teacher's modelled example.
Examining literature Recognise some different types of literary texts and identify some characteristic features, of literary texts, for example beginnings and endings of traditional texts and rhyme in poetry (ACELT1785)	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members and bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.
Examining literature Replicate the rhythms and sound patterns in stories, rhymes, songs and poems from a range of cultures (ACELT1579)	Recognising rhyme and rhythm requires English pronunciation and an ability to hear the phonemes of English. EAL/D students in the Beginning and Emerging phases will not yet have these skills.	Provide alternative ways of completing a rhyming task that supports Beginning and Emerging phase students (for example provide students with a list of rhyming words rather than asking them to come up with their own rhyming words).
Literacy		
Interacting with others Listen to and respond orally to texts and to the communication of others in informal and structured classroom situations (ACELY1646)	Idiomatic language such as 'inside voices', 'outside voices' and 'quiet as mice' will be unfamiliar to EAL/D students in the early phases of English language learning.	Reinforce oral instructions with alternative vocabulary, visuals and gestures.

Annotated Content Descriptions: English Foundation

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Interacting with others Deliver short oral presentations to peers (ACELY1647)	Speaking in front of groups is challenging for EAL/D students in the Beginning and Emerging phases of their EAL/D learning progression. Some students in the Beginning phase of English language learning will go through a silent period where they choose to listen rather than attempt to speak in the new language.	Allow EAL/D students the opportunity to share in one- on-one interactions or in smaller groups. Give students time to practice their delivery.
Interacting with others Use interaction skills including listening while others speak, using appropriate voice levels, articulation and body language, gestures and eye contact (ACELY1784)	Body language, 'personal space' and gestures are linked to culture, and some EAL/D students will use and interpret body language gestures differently. For example, a nod of the head means 'no' in Greece and in many Middle Eastern countries; eye contact can indicate respect (or a lack thereof) in different cultures.	Be aware of different interpretations of gesture when dealing with EAL/D students, recognising that inappropriate behaviour may be cultural and unintentional, rather than deliberate. Model behaviours deemed appropriate in the classroom. Parents and others who share the same linguistic and cultural background can help with information.
Interpreting, analysing, evaluating Identify some differences between imaginative and informative texts (ACELY1648)	Hypothesising in English requires conditional language structures that will be difficult for EAL/D students as they require the use of multiple verb structures and tenses (for example *I **think** this book **will be** good for **learning** about dinosaurs*).	Provide strong and repeated oral models of a range of sentence and language structures for EAL/D students, and allow them many opportunities to use these.
Interpreting, analysing, evaluating Read predictable texts, practising phrasing and fluency, and monitor meaning using concepts about print and emerging contextual, semantic, grammatical and phonic knowledge (ACELY1649)	Contextual and visual information that we often assume is supportive of learning is often culturally loaded. EAL/D students may not have experience with the cultural context or images of books (for example the bush and Australiana in Mem Fox's *Possum Magic*).	Build a shared knowledge about the events of the books being read. Prior to reading, talk through the images in the book, paying attention to those which may represent unfamiliar situations.
Interpreting, analysing, evaluating Use comprehension strategies to	Inferences require contextual cultural knowledge and a wide vocabulary, which most EAL/D	Explain the cultural context of the books being read (for example the bush in *Possum Magic* by Mem

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
understand and discuss texts listened to, viewed or read independently (ACELY1650)	students in the Beginning and Emerging phases of English language learning may still be learning.	Fox). Teach key vocabulary through the use of visuals and practical activities, including picture book illustrations. EAL/D students in the Beginning and Emerging phases of language learning should start with literal questions supported by visuals. Students should have a strong literal understanding before moving on to inferential questions. For EAL/D students, examples of inferential questions can check understanding of gender pronouns (for example *Twiggy loves to eat berries. They are her favourite fruit*).
Creating texts Create short texts to explore, record and report ideas and events, using familiar words and phrases and beginning writing knowledge (ACELY1651)	EAL/D students will not have an extensive vocabulary to draw upon for attempting their own writing of texts.	Allow EAL/D students to use drawings to communicate, and the teacher can label these to build English vocabulary.
Creating texts Construct texts using software programs, including word processing software (ACELY1654)	EAL/D students will have varying experiences with information and communication technologies (ICT), from no exposure to technology at all to sophisticated usage. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Provide peer support for EAL/D students with no exposure to ICT, and allow experienced EAL/D students to use ICT support when their English language skills are still developing. Explicitly teach keyboard skills, including charts that show upper–case and lower– case matches (as keyboards are in the upper case).

Annotated Content Descriptions: English
Year 1

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand that people use different systems of communication to cater to different needs and purposes, and that many people depend on sign systems to communicate with others (ACELA1443)	EAL/D students may be bilingual and already have learning experience in different communication systems.	Explore the different communication systems used in the classroom.
Language for interaction Understand that language is used in combination with other means of communication – for example, facial expressions and gestures – to interact with others (ACELA1444)	Body language, 'personal space' and gestures are linked to culture, and some EAL/D students will use and interpret body language gestures differently. For example, a nod of the head means 'no' in Greece and in many Middle Eastern countries; eye contact can indicate respect (or a lack thereof) in different cultures.	Be explicit about the meaning of gestures. Be aware of different interpretations of gesture when dealing with EAL/D students, recognising that inappropriate behaviour may be cultural and unintentional, rather than deliberate. Model behaviours deemed appropriate in the classroom. Parents and others who share the same linguistic and cultural background can help with information.
Language for interaction Understand that there are different ways of asking for information, making offers and giving commands (ACELA1446)	Questions are formed in many ways in English, mostly unique to English, and are thus quite challenging for EAL/D students in all phases of their English language learning. For example, making a question requires the learner to change the position of the verb and the subject (*Can I?*) or else to use a question word (*Why did this happen? Do you play tennis?*). Closed questions (yes/no) that begin with the finite verbs *Do/Did/Does* can be particularly challenging for EAL/D students.	Explicitly teach how questions are formed, provide ample opportunities to practice question structures orally, and supply models of question formats. *What happened? Why did this happen? How many ...? What is ...?* Model how to construct questions by modifying known statement sentences. For example: *My name is ... What is your name?* *I walk to school. How do you come to school?*
Language for interaction Explore different ways of expressing emotions, including	The vocabulary of feelings and emotions is challenging for EAL/D students, particularly in the	Use visual reinforcement to teach this vocabulary. Ask parents or bilingual assistants

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
verbal, visual, body language and facial expressions (ACELA1787)	Beginning and Emerging phases of English language learning, as it is often abstract.	to assist, as the students may know this vocabulary in their first language.
Text structure and organisation Understand that the purposes texts serve shape their structure in predictable ways (ACELA1447)	Text structures are socially constructed, and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of texts.
Text structure and organisation Understand patterns of repetition and contrast in simple texts(ACELA1448)	Phrasal verbs are challenging for EAL/D students in all phases of their English language learning. Phrasal verbs are combinations of verbs and prepositions, where the addition of the preposition gives the verb new, and often multiple, meanings (for example *turn up*, *turn down*, *turn off*, *turn on*, *turn over*).	Help EAL/D students to notice the structure and meanings of these words. Keep collocating words together when examining them in texts (for example if cutting words up in sentences, keep collocating words together as one unit).
Text structure and organisation Recognise that different types of punctuation, including full stops, question marks and exclamation marks, signal sentences that make statements, ask questions, express emotion or give commands (ACELA1449)	Punctuation varies in different languages. In some languages it does not exist and in other languages the symbols used are different. For example, the English semicolon symbol is a question mark in Greek; in Spanish, an inverted question mark is used at the beginning of the question and a standard question mark at the end.	Teach punctuation explicitly, ensuring that EAL/D students understand both the symbol and the function of punctuation. Charts that illustrate punctuation in context and describe their function are useful.
Expressing and developing ideas Compare different kinds of images in narrative and informative texts, and discuss how they contribute to meaning (ACELA1453)	Colour has different cultural meanings (for example the colour of mourning can be purple, black, red or yellow depending on the culture; the colour red can variously represent danger, mourning, death and happiness).	Incorporate different understandings of images into classroom activities and examples.
Expressing and developing ideas Understand the use of vocabulary	EAL/D students often don't know the English vocabulary for ‘everyday’ home and family items	Teach 'everyday' vocabulary explicitly. Build visual word banks and

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
in everyday contexts and a growing number of school contexts, including appropriate use of formal and informal terms of address in different contexts (ACELA1454)	because they use their mother tongue in these contexts.	concrete items to explain everyday vocabulary. Label items in the classroom (for example whiteboard, chair, and door). Make use of illustrations and photographs in imaginative and informative picture books to teach new vocabulary.
Expressing and developing ideas Know that regular one– syllable words are made up of letters and common letter clusters that correspond to the sounds heard, and use visual memory to write high– frequency words (ACELA1778)	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce (for example the hard and soft *th* in *then* and *think* or the long and short medial vowels in *ship* and *sheep*).	Work with EAL/D students who have difficulty with particular sounds, providing them with oral practice. Show students how to push counters onto the grapheme (the letters that represent the sound) as they sound out a word. Provide opportunities for students to read aloud with the teacher or slightly behind, imitating sound patterns.
Expressing and developing ideas Recognise and know how to use morphemes in word families, for example *play* in *played*, *playing* (ACELA1455)	Morphemic knowledge is very important for EAL/D students, as they will not have an innate understanding of these English syntax rules.	Pay explicit attention to morphemes in words, explaining and demonstrating the way morphemes are added to make new words. Build morpheme word banks and cut the words into their morphemic chunks.
Sound and letter knowledge Understand the variability of sound–letter matches (ACELA1459)	English has 26 letters and 44 phonemes, and each phoneme has an average of 12 different graphic representations. Sounds and letters match only about 12% of the time, compared to almost 100% matches in some other alphabetic languages such as Finnish or Greek. Many other languages are far more transparent, and so decoding is predictable and spelling is not taught. Some of the phonemes of English	Teach the variability of English sound–letter matches. Ask students to underline or colour the graphemes with the same phoneme (for example *b**oa**t*, *kn**ow***, *n**o***) as they occur in texts being read. Build word banks to show a phoneme, along with its different grapheme matches. Give explicit support with the ways sounds are pronounced in English, including showing lip and

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	will be new for EAL/D students and difficult to distinguish and reproduce (for example some medial sounds such as long and short vowels and some final sounds that may not be a feature of their home language).	tongue positions for challenging sounds such as *th*.
Literature		
Literature and context Express preferences for specific texts and authors, and listen to the opinions of others (ACELT1583)	Reasoning and explaining require the language of cause and effect in English (for example *I like this author **because** he always writes funny stories*).	Teach how to join sentences using different conjunctions for different purposes (for example *and*, *but*, *because*). Provide oral and written sentence patterns that students can vary by inserting their own preferences (for example *I like books about animals, **but** I don't like ones about magic*).
Examining literature Discuss features of plot, character and setting in different types of literature, and explore some features of characters in different texts (ACELT1584)	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members and bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.
Literature		
Texts in context Respond to texts drawn from a range of cultures and experiences (ACELY1655)	All cultures have rich literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Ask EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members and bilingual assistants can be helpful.
Interacting with others Engage in conversations and discussions, using active listening behaviours and showing interest, and contributing ideas, information and questions (ACELY1656)	Not all cultures interact in the same way. For example, turn– taking may not be the norm, or students may appear to not be listening, appearing distracted or walking around the room while actually listening.	Explicitly teach class rules and parameters for engaging in discussions/active listening.

Annotated Content Descriptions: English
Year 1

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Literacy		
Interacting with others Make short presentations using some introduced text structures and language, for example opening statements (ACELY1657)	Speaking in front of groups is challenging for EAL/D students in the Beginning and Emerging phases of their EAL/D learning progression.	Allow EAL/D students the opportunity to share in one– on–one interactions or in smaller groups. Give students time to practice their delivery.
Interacting with others Use interaction skills, including turn– taking, recognising the contribution of others, speaking clearly and using appropriate volume and pace (ACELY1788)	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce. This means that a Standard Australian accent is difficult to reproduce and comprehend, and may cause these students stress when speaking in front of groups. If pronunciation does not develop after a sustained period of time, check with parents to ascertain the student's fluency/pronunciation in their first language.	Work with EAL/D students to assist them with particular sounds and intonation (rise and fall of speech), providing them with oral practice so that they are more easily understood by the audience.
Interpreting, analysing, evaluating Describe some differences between imaginative and persuasive texts (ACELY1658)	Hypothesising in English requires conditional language structures that will be difficult for EAL/D students in all phases of English language learning, as they require the use of multiple verb structures and tenses (for example *I* ***think*** *this book* ***will be*** *good for* ***learning*** *about dinosaurs*).	Provide strong and repeated oral and written models of these sentence structures for EAL/D students, and allow students many opportunities to use them.
Interpreting, analysing, evaluating Read supportive texts using developing phrasing and fluency, contextual, semantic, grammatical and phonic knowledge, and emerging text processing strategies, for example prediction, monitoring meaning and rereading (ACELY1659)	Contextual and visual information that we often assume is supportive of learning is often culturally loaded. EAL/D students may not have experience with the cultural context or images of books (for example the bush and Australiana in Mem Fox's *Possum Magic*). Self– correction requires an innate sense of what 'sounds right' in English. EAL/D students in the	Ensure that a variety of visuals familiar to the learner are used to support communication and comprehension. Ensure shared understanding by explaining cultural references in stories. Do not rely on questions such as 'Does this sound right?' to prompt EAL/D students to self– correct. Explicitly teach the vocabulary

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	Beginning and Emerging phases of English language learning do not have this sense of the language and cannot easily self– correct.	necessary to read a text, and introduce sentence patterns used in the text. Select texts for reading that make use of repetition so that EAL/D students can become familiar with words and phrases.
Interpreting, analysing, evaluating Use comprehension strategies to build literal and inferred meaning about key events, ideas and information in texts that students listen to, view and read, by drawing on growing knowledge of context, text structures and language features (ACELY1660)	Retells require a good control of the past tense forms in English. English has a complicated tense system with several ways of talking about the past, which are not interchangeable and are used to make fine distinctions of meaning. For example: *The little red hen **baked** the bread. The little red hen **was baking** the bread. The little red hen **has baked** the bread.* These variations remain a challenge for EAL/D students in all phases of their English language learning. Making inferences requires contextual cultural knowledge and a wide vocabulary, which will be difficult for EAL/D students in the Beginning and Emerging phases of English language learning.	Draw attention to the specific tenses required, as EAL/D students will rarely know intuitively which tense to use. A list of the verb options in the correct tense is a useful scaffold to writing. Provide sentences that students can sequence to construct a retelling. Explain the cultural context of the text. Teach key vocabulary through the use of visuals. Provide opportunities for EAL/D students to use new vocabulary and language structures orally.
Creating texts Create short imaginative and persuasive texts that show emerging use of appropriate text structure, sentence– level grammar, word choice, spelling, punctuation and appropriate multimodal elements, for example illustrations and diagrams (ACELY1661)	Text structures are socially constructed, and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of texts.
Creating texts Reread students' own texts and discuss possible changes to improve meaning, spelling and	EAL/D students will be able to take on feedback at levels commensurate with where they are on their EAL/D learning progression.	Use the EAL/D learning progression to identify what is possible for each EAL/D learner, according to their English language development. For

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
punctuation (ACELY1662)		example, instruction in some of the past tenses will be ineffectual for students in the Beginning phase of English language learning.
Creating texts Write using unjoined lower-case and upper-case letters (ACELY1663)	Not all languages are alphabetic. Some EAL/D students will have experiences with other languages that are not alphabetic (for example logographic languages such as Chinese, syllabic languages such as Korean) or with alphabetic languages that have different scripts such as Russian.	Provide explicit instruction in the construction of letters with letter guides and starting points marked.
Creating texts Construct texts incorporating appropriate images using software programs including word processing programs (ACELY1664)	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Explicitly teach keyboard skills, including charts that show upper–case and lower– case matches (as keyboards are in the upper case).

Annotated Content Descriptions: English
Year 2

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand that spoken, visual and written language are different modes of communication with different features and their use varies according to the audiences, purposes, context and cultural background (ACELA1460)	EAL/D students may be bilingual as they are already communicating, orally or in writing, in at least one other language. Maintenance of their first language is important to their English language learning. Many cultures have strong oral storytelling traditions (for example Aboriginal communities).	Ask students to share different kinds of texts, including oral storytelling from their first language. These can be displayed in the classroom and used for comparative study.
Language for interaction Identify language that can be used for appreciating texts and the qualities of people and things (ACELA1462)	Size of vocabulary is one of the best predictors of literacy success. EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom.	Use gestures and visual supports such as illustrated dictionaries to build vocabulary, remembering that visuals are also culturally loaded (for example an Australian-style letterbox at the front of the house is non- existent in most other cultures and in remote communities in Australia). Ensure that a variety of visuals are used to support communication and comprehension, and try to use visuals that are familiar to the learner. Allow EAL/D students many opportunities to use the vocabulary orally.
Text structure and organisation Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)	Text structures are socially constructed, and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured and its purpose.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher-led joint construction of new types of texts. Be explicit about the relationship between text structure and text purpose.

Annotated Content Descriptions: English
Year 2

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Text structure and organisation Understand how texts are made cohesive through resources, for example word associations, synonyms and antonyms (ACELA1464)	EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same 'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom.	Teach words in context, as words and phrases take their meanings from the context of the sentences and texts they appear in. Build banks of synonyms for EAL/D students. Model synonyms in sentences to help students understand subtle changes in meaning. Use structured speaking activities so that EAL/D students can practice the use of new words.
Text structure and organisation Recognise that capital letters signal proper nouns and that commas are used to separate items in lists (ACELA1465)	Punctuation is different in different languages. In some languages it does not exist, and in other languages the symbols used are different (for example in German all nouns are capitalised).	Teach punctuation explicitly, ensuring that EAL/D students understand both the symbol and the function of punctuation.
Expressing and developing ideas Understand that simple connections can be made between ideas by using a compound sentence with two or more clauses and coordinating conjunctions (ACELA1467)	Connecting words – conjunctions – serve functional purposes. They may indicate addition of ideas (for example *and*) or opposition of ideas (for example *but*) or cause and effect (for example *so*).	Teach the function of connecting words to EAL/D students. Provide lists of connectors and their purpose – in context – to help students focus on the content and be less hampered by the language challenges. Provide models of sentences using different conjunctions that students can vary to express their own ideas. Allow opportunities for EAL/D students to 'have a go' with new language structures, both orally and in writing, recognising that they will only be able to draw upon vocabulary and language structures that they have already learned.
Expressing and developing ideas Understand that nouns represent people, places, things and ideas, and can be, for example,	Noun groups are expanded by adding adjectives. In English, we prefer an order for adjectives in noun groups (for example *a beautiful red balloon* rather than *a*	Teach word order to EAL/D students in the context of the sentences they are reading and writing. Ask students to write words on

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
common, proper, concrete and abstract, and that noun groups can be expanded using articles and adjectives (ACELA1468)	*red beautiful balloon*). This preference for opinion adjectives before factual ones is innate for native English speakers because of their sense of the language. In English, the articles *a*, *an*, *the* are particularly challenging for EAL/D students in all phases of English language learning as their usage in English is particularly complex and sometimes arbitrary. For example, the use of the article *the* to refer to both the specific '*the* cat next door' and the general '*the* whale is the largest mammal' and its arbitrary use (for example **the** Earth, but not **the** Mars). In some languages, the article *the* is used before a person's name (for example The Josh).	sentence strips, then cut and rearrange them in the right order. Pay attention to EAL/D students' use of articles in their writing and explain their errors to them, not simply correct them. Notice unusual use of articles in texts that students are reading and talk about their use in that context.
Expressing and developing ideas Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)	Visuals are not culturally neutral and often require as much explanation as words.	When explaining meanings, be aware of the language used, to ensure that the explanations don't use vocabulary more complicated than the word or concept under examination.
Expressing and developing ideas Understand the use of vocabulary about familiar and new topics, and experiment with and begin to make conscious choices of vocabulary to suit audience and purpose (ACELA1470)	EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same prior knowledge to build upon and so special attention must be paid to vocabulary development in the classroom.	Introduce new vocabulary in context, using real objects, picture books and websites. Give EAL/D students multiple opportunities to use new vocabulary in guided and independent contexts. Provide word lists and definitions of challenging words prior to tackling new texts. Encourage the use of junior dictionaries, including picture dictionaries.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		Encourage personal dictionaries where EAL/D students can write new words in the context the word appeared in, its meaning in English as well as their first language if they can do this.
Expressing and developing ideas Recognise common prefixes and suffixes, and how they change a word's meaning (ACELA1472)	Morphemes are the smallest meaningful parts of words, and play an important role in helping us to comprehend words and spell them. This knowledge is crucial for EAL/D students as it allows them to efficiently expand their vocabulary through building word families, and to increase their comprehension.	Pay explicit attention to prefixes and suffixes, explaining how they function to change the word's meaning. Cut the words into their morphemic chunks. Build word families from the morpheme under study to allow EAL/D students to efficiently expand their vocabulary and increase their comprehension.
Sound and letter knowledge Recognise most sound–letter matches including silent letters, vowel/consonant digraphs and many less common sound–letter combinations (ACELA1474)	English has 26 letters and 44 phonemes, and each phoneme has an average of 12 different graphic representations. Sounds and letters match only about 12% of the time, compared to almost 100% matches in some other alphabetic languages such as Finnish or Greek. Many other languages are far more transparent, and so decoding is predictable and spelling is not taught.	Teach the variability of English sound–letter matches. Useful strategies include underlining graphemes with the same phoneme (for example b**oa**t, kn**ow**, n**o)** as they occur in texts being read.
Literature		
Responding to literature Identify aspects of different literary texts that entertain and give reasons for personal preferences (ACELT1590)	All cultures have literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Ask EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members and bilingual assistants can be helpful.
Examining literature Discuss the characters and settings of different texts and explore how language is used to present these features in different	The language of comparison in English includes the use of the comparative adjective forms. These include: adding '– er' to one– or two– syllable adjectives (for example *This book is funni**er***),	Encourage EAL/D students to build lists of comparative forms, with the words in context, in their personal word books. Misused comparatives in EAL/D writing and speech should be

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
ways (ACELT1591)	using 'more' for adjectives with three or more syllables (for example *This book is **more** beautiful*), and the irregular comparative adjectives such as *better*, not *gooder*. For most native English speakers, this is intuitive knowledge that comes from a sense of what sounds right.	explained rather than the error simply being corrected.
Creating literature Create events and characters using different media that develop key events and characters from literary texts (ACELT1593)	Creating texts in English may be difficult for some EAL/D students, even though they may have a good understanding of the story they want to tell.	Allow EAL/D students to draw before writing in order to provide a concrete reference tool that the teacher and learner can use to build written vocabulary.
Literacy		
Texts in context Discuss different texts on a similar topic, identifying similarities and differences between the texts (ACELY1665)	All cultures have literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Ask EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members and bilingual assistants can be helpful.
Interacting with others Listen for specific purposes and information, including following instructions, and extend students' own and others' ideas in discussions (ACELY1666)	Listening for long periods of time and trying to comprehend is very tiring. Sometimes lack of attention is simply an indication that the EAL/D learner has been overloaded and requires supplementary support. Some EAL/D students in the Beginning phase of English language learning will go through a silent period where they choose to listen rather than attempt to speak in the new language.	Always support verbal instructions with visual supports and gestures, and revisit the EAL/D learner often while on task to reinforce instructions. Allow students opportunities to share in one– on– one and small group situations.
Interacting with others Use interaction skills including initiating topics, making positive statements and voicing disagreement in an appropriate manner, speaking clearly and varying tone, volume and pace appropriately (ACELY1789)	Questions are formed in many ways in English, mostly unique to English, and are thus quite challenging for EAL/D students. For example, making a question requires the learner to change the position of the verb and the subject (*Can I?*) or else to use a question	Explicitly teach how questions are formed and provide models of question formats: *What happened? Why did this happen? How many ...? What is ...?* Model how to construct questions by modifying known statement sentences. For example:

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	word (*Why did this happen?*). Collaboration and cooperative learning are learning styles that are not universal. Some students will have come from a schooling system where they were required to work individually, rather than collaboratively. Be aware that there may be cultural sensitivities when assigning groups. While the students will need to overcome these in time, they may be deeply ingrained and it can be advantageous to pay attention to these in the first instance. A discreet conversation with the student/s before this commences will be useful in avoiding any issues (such as mixing boys and girls, certain ethnic groups, or different mobs).	*My name is ... What is your name?* *I walk to school. How do you come to school?* Teach group work skills explicitly and reward them positively.
Interacting with others Rehearse and deliver short presentations on familiar and introduced topics (ACELY1667)	Speaking in front of groups is challenging for EAL/D students in the Beginning phases of English language learning.	Allow EAL/D students the opportunity to share in one– on–one interactions or in smaller groups. Give students time to practice their delivery.
Interpreting, analysing, evaluating Read less predictable texts with phrasing and fluency by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, predicting, rereading and self– correcting (ACELY1669)	Self– correction requires an innate sense of what sounds right in English and what makes sense. EAL/D students in the Beginning and Emerging phases of learning do not have this sense of the language and cannot easily self–correct. EAL/D students in the early phases of learning usually do not have enough language knowledge to predict upcoming words.	Teach the key vocabulary of a new text. Identify what might be challenging grammatical structures in a text for EAL/D students and ensure that these are taught in context. Ensure shared understanding by explaining cultural references in stories. Do not rely on questions such as 'Does this sound right?' to prompt EAL/D students to reread or self–correct. Select texts for reading that make

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		use of repetition so that EAL/D students can become familiar with words and phrases.
Interpreting, analysing, evaluating Use comprehension strategies to build literal and inferred meaning and to begin to analyse texts by drawing on growing knowledge of context, language and visual features, and print and multimodal text structures (ACELY1670)	Contextual and visual information that we often assume is supportive of learning is often culturally loaded. EAL/D students may not have experience with the cultural context or images of books (for example the bush and Australiana in Mem Fox's *Possum Magic*). Teachers should never assume prior knowledge. Inferences at this stage require contextual cultural knowledge, a wide vocabulary and a growing competency with grammatical devices such as cohesion. Often, EAL/D students in the Emerging phase have good decoding skills that can mask comprehension difficulties.	Ensure that a variety of visuals are used to support communication and comprehension, and effort should be made to use visuals that will be familiar to the learner. Teach the cultural context of any book through an initial book orientation. Reading assessment methods such as Running Records, Retells (oral, written or drawn) and comprehension questions (oral, written or drawn answers) are a crucial component of assessing reading competency in EAL/D students.
Creating texts Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose (ACELY1671)	Text structures are socially constructed, and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured and its purpose.	Provide text structure frameworks within which to write specific types of texts, making purpose explicit. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of texts and sentence structures within those types of texts.
Creating texts Reread and edit text for spelling, sentence– boundary punctuation and text structure (ACELY1672)	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and reflective of what they have yet to learn. EAL/D students may have limited vocabulary banks from which to draw alternative words when	Provide EAL/D students with alternative word options when editing work. Use personal words books, to record words within the sentence and use a translation in the student's first language if desired and available.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	editing text.	
Creating texts Write legibly and with growing fluency using unjoined lower-case and upper-case letters (ACELY1673)	Not all languages are alphabetic. Some EAL/D students will have experiences with other languages that are not alphabetic (for example logographic languages such as Chinese, syllabic languages such as Korean) or with alphabetic languages that have different scripts such as Russian. Students from some alphabetic language backgrounds who arrive with schooling experience will have already commenced using joined script in the first language.	Provide explicit instruction in the construction of letters with letter guides and starting points marked. Find out what experiences with print EAL/D students have had.
Creating texts Construct texts featuring print, visual and audio elements using software, including word processing programs (ACELY1674)	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Explicitly teach keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).

Annotated Content Descriptions: English
Year 3

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand that languages have different written and visual communication systems and oral traditions, and different ways of constructing meaning (ACELA1475)	EAL/D students may be bilingual as they already communicate, orally or in writing, in at least one other language. Maintenance of their first language is important to their English language learning.	Ask students to share different words from their first language as a common practice through the year. These can be displayed in the classroom and used for comparative study.
Language for interaction Understand that successful cooperation with others depends on shared use of social conventions, including turn–taking patterns and forms of address that vary according to the degree of formality in social situations (ACELA1476)	Collaboration and cooperative learning are learning styles that are not universal. Some students will have come from a schooling system where they were required to work individually, rather than collaboratively.	Teach group work skills explicitly and reward them positively. Be aware that there may be cultural sensitivities when assigning groups. A discreet conversation with the student/s before this commences will be useful in avoiding any issues (such as mixing boys and girls, certain ethnic groups, or different mobs).
Language for interaction Examine how evaluative language can be varied to be more or less forceful (ACELA1477)	The modal verbs in English (for example ‘will’, ‘may’, ‘might’, ‘should’, ‘could’) modify the certainty of verbs and are mastered late in the language progression of EAL/D students. Students will need assistance in manipulating modality for correct effect.	Discuss different modal verbs in context (for example in school rules, road rules). Substitute modal verbs in a sentence and discuss the changes in intensity of meaning. Give EAL/D students multiple opportunities to use new vocabulary in guided and independent spoken and written contexts.
Text structure and organisation Understand how different types of texts vary in use of language choices, depending on their function and purpose, for example tense, mood and types of sentences (ACELA1478)	Text structures are socially constructed, and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain appropriate language choices and sentence structures. Make the links between type of text and purpose explicit. Build, with students, language appropriate to the type of text.

Annotated Content Descriptions: English
Year 3

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Text structure and organisation Know that word contractions are features of informal language and that apostrophes of contraction are used to signal missing letters (ACELA1480)	Hearing the difference between informal and formal language is difficult for EAL/D students.	Unpack the words within contractions and explain the contexts in which they may be used.
Expressing and developing ideas Understand that a clause is a unit of meaning usually containing a subject and a verb, and these need to be in agreement (ACELA1481)	Understanding subject–verb agreement requires an understanding of verb types and tenses in English. Verbs in English may be regular or irregular. Regular verbs follow predictable patterns when written in the past (for example adding 'ed'). Irregular verbs are commonly used, but have challenging and unpredictable forms in the past (for example 'teach – taught'). Regular verbs add 's' to the base verb in the third person to achieve subject–verb agreement (for example 'she walks'). Irregular verbs use other structures (for example 'she is').	Pay attention to the errors that EAL/D students are making with verbs, and support them with lists of irregular verb structures in context, and provide examples as the students show a need to use them.
Expressing and developing ideas Understand that verbs represent different processes (doing, thinking, saying, and relating), and that these processes are anchored in time through tense (ACELA1482)	Tense is marked through the verbs. Not all languages mark time in this way, nor in the complex manner of English, which has more than nine tenses. These are not interchangeable and are used to make fine distinctions of meaning. For example: 'The little red hen **baked** the bread. The little red hen **was baking** the bread. The little red hen **has baked** the bread'. EAL/D students' use of tense and readiness to learn new tenses are dependent upon where they are on the EAL/D learning progression.	Explicitly teach the ways in which verbs work in English. Use shared reading of texts to explain how different text structures work. Give EAL/D students multiple opportunities to practice the use of tense in structured verbal contexts at levels commensurate with where they are on the EAL/D learning progression.

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Year 3

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Expressing and developing ideas Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)	Just as written texts are socially constructed, so are visual texts. It is important not to assume that visuals are an 'international' language that is read the same way in all cultures. The images in visual texts are culturally based and will not necessarily be obvious or familiar to EAL/D students. For example, colour has different symbolic meanings in different cultures.	Visual texts need to be analysed and explained in the same way as written texts. Explain the images in texts, and select a range of visual texts to examine in order to broaden the appeal for the diversity of students in the classroom.
Expressing and developing ideas Learn extended and technical vocabulary and ways of expressing opinion, including modal verbs and adverbs (ACELA1484)	The vocabulary of feelings and emotions is challenging for EAL/D students in all phases of language learning, as it is often abstract. Often, language is learned through visual reinforcement, and this is not always possible for abstract nouns, as these nouns represent ideas, concepts and qualities. The modal verbs in English (for example 'will', 'may', 'might', 'should', '*could*') modify the certainty of verbs and are mastered late in the language progression of EAL/D students. Many languages have no modality. Students from these backgrounds will need support in understanding how a degree of certainty can create nuance or indicate deference.	Make use of bilingual assistants and bilingual dictionaries, as EAL/D students are more likely to know this vocabulary in their first language. Build glossaries of technical vocabulary. Build concept maps of related vocabulary words.
Expressing and developing ideas Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion' (ACELA1485)	English has 26 letters and 44 phonemes, and each phoneme has an average of 12 different graphic representations. Many other languages have more congruent sound/symbol or meaning/logograph relationships, and so spelling is not taught in countries that speak these languages. Morphemes are the smallest	Support Beginning phase EAL/D students with the opaque nature of sound–symbol matching in English. Useful strategies include underlining graphemes with the same phoneme (for example *b**oa**t*, *kn**ow***, *n**o***) as they occur in texts being read. Teach the meanings of morphemes, as this knowledge will increase EAL/D students'

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	meaningful parts of words, and play an important role in helping us to comprehend words and spell them. This knowledge is crucial for EAL/D students, as it allows them to efficiently expand their vocabulary through building word families and to increase their comprehension.	understanding of English syntax rules, as well as allowing them to efficiently expand their vocabulary, through building word families, and to increase their comprehension.
Expressing and developing ideas Recognise high– frequency sight words (ACELA1486)	Sight words are useful only when students understand the meanings of those words. EAL/D students may effectively memorise sight words, without understanding their meaning.	Ensure that sight words are learned in context and check for comprehension.
Literature		
Literature and context Discuss texts in which characters, events and settings are portrayed in different ways and speculate on authors' reasons (ACELT1594)	Speculation requires the use of hypothetical language structures (for example 'I think the author chose this because' …). EAL/D students in the Beginning and Emerging phases will not be using these structures.	Provide alternative options for EAL/D students in the Beginning and Emerging phases to respond to literature (for example through drawing). Provide oral and written models of speculative sentence structures for EAL/D students in the Emerging and Developing phases. Provide sentence stems to scaffold EAL/D students' use of hypothetical language structures.
Examining literature Discuss how language is used to describe the settings in texts and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)	Noun groups are made by adding adjectives to nouns. In English, we prefer an order for adjectives in noun groups (for example 'a beautiful red balloon' rather than 'a red beautiful balloon'). This preference for opinion adjectives before factual ones is innate for native English speakers because of their sense of the language. Other languages may order adjectives very differently (for example adjectives after the noun).	Explicitly teach word order to EAL/D students in the context of the sentences they are speaking, reading and writing. Writing words on sentences strips, then cutting and rearranging them in the right order is a helpful strategy.
Creating literature	Recognising rhyme and rhythm requires English pronunciation and	Provide alternative ways of completing a writing task that

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)	an ability to hear the phonemes of English. Beginning and Emerging phase students will not yet have these skills.	support Beginning and Emerging phase students to participate (for example, provide them with a list of rhyming words rather than having to come up with their own rhyming words).
Literacy		
Texts in context Identify the point of view in a text and suggest alternative points of view (ACELY1675)	Identifying a point of view requires students to be able to analyse the word choice and how this affects the reader/viewer/listener. EAL/D students in all phases of their English language learning will find this variously challenging.	Allow EAL/D students to engage with this task in ways commensurate with their EAL/D learning progression. Some will be able to decode, others to analyse, and the more able will identify the point of view. Use oral, visual and digital texts to practice this skill.
Interacting with others Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)	Collaboration and cooperative learning are not universal learning styles. Some students will have come from a schooling system where they were required to work individually, rather than collaboratively.	Teach group work skills explicitly and reward them positively. Be aware that there may be cultural sensitivities when assigning groups. A discreet conversation with the student/s before this commences will be useful in avoiding any issues (such as mixing boys and girls, certain ethnic groups, or different mobs). Give EAL/D students multiple opportunities to interact with other students through collaborative learning experiences.
Interacting with others Use interaction skills, including active listening behaviours, and communicate in a clear, coherent manner using a variety of everyday and learned vocabulary, and appropriate tone, pace, pitch and volume (ACELY1792)	Some sounds of English will be new for EAL/D students and difficult to distinguish and reproduce. This means that a Standard Australian accent is difficult to reproduce and comprehend, and may cause them stress when speaking in groups.	Work with EAL/D students to assist them with particular sounds and intonation (rise and fall of speech), providing them with oral practice.

Annotated Content Descriptions: English
Year 3

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Interacting with others Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)	Speaking in front of groups is challenging for EAL/D students in the Beginning and Emerging phases of English language learning.	Give students a chance to present in smaller groups and allow them time to practice their delivery.
Interpreting, analysing, evaluating Identify the audience and purpose of imaginative, informative and persuasive texts (ACELY1678)	EAL/D students may not have had cumulative exposure to the Australian Curriculum and may not be familiar with the range of types of texts experienced by other students in the classroom.	Provide models of all types of texts. EAL/D students in the Beginning phase will require extra scaffolds such as sentence stems and vocabulary lists.
Interpreting, analysing, evaluating Read an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text processing strategies, for example monitoring, predicting, confirming, rereading, reading on and self–correcting (ACELY1679)	Self– correction requires an innate sense of what sounds right in English and what makes sense. EAL/D students in the Beginning and Emerging phases of learning do not have this sense of the language and cannot easily self–correct. EAL/D students in these early phases of learning usually do not have enough language knowledge to predict upcoming words.	Explicitly teach what is possible in English grammar and vocabulary, and do not rely on questions such as 'Does this sound right?' or 'Does that make sense?' Reading assessment methods such as Running Records, Retells (oral, written or drawn) and comprehension questions (oral, written or drawn answers) are a crucial component of assessing reading competency in EAL/D students.
Interpreting, analysing, evaluating Use comprehension strategies to build literal and inferred meaning, and begin to evaluate texts by drawing on growing knowledge of context, text structures and language features (ACELY1680)	Inferences are made through an assumption of cultural knowledge, or through an understanding of a range of vocabulary (for example good synonym knowledge), or from the use of reference words, or through literary devices such as metaphor.	Provide EAL/D students with specific instruction in all these language features to access meaning in texts.
Creating texts Plan, draft and publish imaginative, informative and persuasive texts, demonstrating increasing control over text structures and language features, selecting print and multimodal elements appropriate to the audience and purpose	Text structures are socially constructed, and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured. Simple and compound sentence structures are the first ones mastered by EAL/D students.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of texts.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
(ACELY1682)	Complex sentences are learned further along the EAL/D learning progression.	Develop with students a list of words that may be appropriate for the type of text (for example language of modality for persuasive texts). Provide explicit instruction in how to construct complex sentences, as well as the ways in which phrases and clauses giving extra information can be moved around for effect in English sentence structure.
Creating texts Reread and edit texts for meaning, appropriate structure, grammatical choices and punctuation (ACELY1683)	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and is reflective of what they have yet to learn. EAL/D students in the Beginning and Emerging phases are unlikely to be able to self-correct errors in writing, or recognise the alternative choices when using spell check.	Supply a scaffolded editing checklist for EAL/D students (for example underlining a spelling mistake, and indicating which letters are incorrect; underlining a word in the incorrect tense and indicating which tense was required). Model the editing process for EAL/D students.
Creating texts Write using joined letters that are clearly formed and consistent in size (ACELY1684)	Some EAL/D students will have already commenced using joined script in the first language.	Find out what experiences EAL/D students have had with print.
Creating texts Use software including word processing programs with growing speed and efficiency to construct and edit texts featuring visual, print and audio elements (ACELY1685)	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Explicitly teach keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).

Annotated Content Descriptions: English
Year 4

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand that English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)	EAL/D students may be bilingual as they are already proficient language users in at least one other language.	Compare the words of different languages in the classroom (for example What are kangaroos called in other languages? Why are there similarities or differences?).
Language for interaction Understand that social interactions influence the way people engage with ideas and respond to others, for example when exploring and clarifying the ideas of others, summarising their views and reporting them to a larger group (ACELA1488)	Degrees of formality differ across languages and cultures, and it can be difficult to learn the nuances and the correct language choices for each situation.	Give clear guidelines and examples of the kinds of language expected in different situations (for example with friends, with the teacher, with a visitor to the classroom), and provide opportunities to rehearse these in supportive situations.
Language for interaction Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489)	EAL/D students often learn the social language of school quickly, and this masks the challenges they may be facing with the academic language of the classroom, which becomes more predominant in the upper primary grades.	Monitor the language use of EAL/D students in the Developing and Consolidating phases of English language learning. Provide explicit prompts and models for language for different purposes. Explicitly teach text structures and vocabulary for expressing opinions and factual reporting.
Text structure and organisation Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience (ACELA1490)	EAL/D students may not have had cumulative exposure to the Australian Curriculum and may not be familiar with the range of types of texts experienced by other students in the classroom.	Provide models of all types of texts at all times. EAL/D students in the Beginning phase of English language learning will require extra scaffolds such as sentence stems and vocabulary lists.
Text structure and organisation Understand how texts are made cohesive through the use of linking devices, including pronoun reference and text connectives (ACELA1491)	Pronoun systems operate differently in different languages, and sometimes are not used at all to differentiate gender. EAL/D students in the Beginning and Emerging phases of English language learning require specific instruction.	As a before– reading activity, track the nouns and pronouns in a text by highlighting each in the same colour (for example '**Erosion** is a problem. **It** affects ... '). Students could do similar highlighting of their own or peers' written texts.

Annotated Content Descriptions: English
Year 4

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Expressing and developing ideas Understand that the meaning of sentences can be enriched through the use of expanded noun and verb groups and phrases (ACELA1493)	Noun groups are made by adding adjectives to nouns. In English, we prefer an order for adjectives (for example 'a beautiful red balloon' rather than 'a red beautiful balloon'). This preference for opinion adjectives before factual ones is innate for native English speakers because of their sense of the language, but should be taught to EAL/D students.	Show students how to select from a range of adjectives to construct noun groups that describe people and objects such as those in illustrations.
Expressing and developing ideas Investigate how quoted (direct) and reported (indirect) speech work in different types of text (ACELA1494)	The conversion from dialogue to reported speech requires sophisticated knowledge of the tenses, which will be challenging for all EAL/D students. In English, tense is marked through the verbs. Not all languages mark time in this way, nor in the complex manner of English, which has more than nine tenses.	Show EAL/D students the way in which the tense changes from dialogue ('I **will go** to the park') to reported speech ('He told me he **was going** to the park'). Provide models and opportunities for oral practice of the tense changes. Use examples from texts, particularly dialogue in imaginative texts, to teach direct speech.
Expressing and developing ideas Understand how adverbials (adverbs and prepositional phrases) work in different ways to provide circumstantial details about an activity (ACELA1495)	Adverbial phrases can often be moved in the sentence to achieve different effects (for example 'In the deep blue ocean, a timid dolphin frolicked' or 'A timid dolphin frolicked in the deep blue ocean'). Prepositions such as *on*, *up*, *with* are challenging words in English. They often collocate with other words as part of phrases (for example '**on** the weekend', but '**in** the holidays'; we travel **'on** a bus', but **'in** a car').	Teach EAL/D students the ways in which phrases can be moved around in sentences for effect and be explicit about what is possible. Teach prepositions within phrases, keeping words together to ensure that EAL/D students hear and see them in context, and provide wall charts of common examples.
Expressing and developing ideas Explore the effect of choices when framing an image, placement of elements in the image and salience on composition of still and moving	Just as written texts are socially constructed, so are visual texts. It is important not to assume that visuals are an 'international' language that is read the same way in all cultures. The images in visual texts are culturally bound and will not necessarily be obvious	Deconstruct and explain visual texts in the same way as written texts. Explain the images in texts, and select a range of visual texts to examine in order to broaden the appeal to the diversity of students in the classroom.

Annotated Content Descriptions: English
Year 4

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
images in a range of text types (ACELA1496)	or familiar to EAL/D students.	
Expressing and developing ideas Incorporate new vocabulary from a range of sources into students' own texts, including vocabulary encountered in research (ACELA1498)	EAL/D students already have at least one other language, which is a rich resource in the classroom.	When exploring word origins, look also for English words that have their origin in the languages of students in the classroom. This builds pride and self– esteem, and a whole– class appreciation of diversity (for example *checkmate*, in chess, comes from the Arabic *'The King is dead'*).
Expressing and developing ideas Understand how to use strategies for spelling words, including spelling rules, knowledge of morphemic word families, spelling generalisations, and letter combinations including double letters (ACELA1779)	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students in the Beginning phase of language learning and are difficult to distinguish and reproduce (for example *str*, *thr*). The vowel sounds in English are particularly nuanced with 20 different vowel sounds.	Provide multiple strategies for understanding how words are spelt, not always relying on the sounds as these are difficult for Beginning English language students (for example use visual memory especially for irregular words such as should and words with silent letters).
Expressing and developing ideas Recognise homophones and know how to use context to identify correct spelling (ACELA1780)	EAL/D students in the Beginning and Developing phases of English language learning will not be able to use context to infer meaning because of their limited vocabulary and experiences of language.	Teach EAL/D students the meaning of the surrounding context, and how this shows the meaning of the homophone. Other languages have homophones too (for example Chinese), and it can be useful to explain the homophone phenomenon by comparing it with the first language. Bilingual assistants and family members can help.
	Literature	
Literature and context Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)	All cultures have literary traditions, either oral or written, or both. These traditions can be drawn upon when identifying texts to examine in the classroom.	Invite EAL/D students to share favourite stories from their own lives, understanding that these may sometimes be oral stories. Family members and bilingual assistants, where available, can be helpful in identifying traditional and favourite stories.

Annotated Content Descriptions: English
Year 4

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Responding to literature Use metalanguage to describe the effects of ideas, text structures and language features of literary texts (ACELT1604)	EAL/D students may not have had cumulative exposure to the Australian Curriculum and may not have built a metalanguage for talking about texts.	Provide glossaries and annotated examples of work that make metalinguistic terminology clear.
Examining literature Discuss how authors and illustrators make stories exciting, moving and absorbing, and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)	EAL/D students may not have had cumulative exposure to the Australian Curriculum and may not be familiar with metalanguage that has been introduced in earlier years.	Provide explanations and examples of the metalanguage used in examining literature (for example characterisation, plot development). Provide glossaries and classroom– constructed wall charts to assist EAL/D students.
Examining literature Understand, interpret and experiment with a range of devices and deliberate word play in poetry and other literary texts, for example nonsense words, spoonerisms, neologisms and puns (ACELT1606)	The ability to play and innovate with language is a very advanced language skill that all EAL/D students will find challenging. It requires a wide vocabulary but also relies on cultural references that may not be in the experiences of the EAL/D learner.	Explain puns and spoonerisms by unpacking the way they have been constructed and explaining the cultural context. Visuals can help. Nonsense words and neologisms are often formed on an intuitive instinct for the way morphemes work in English. This can be a teaching opportunity for EAL/D students.
Creating literature Create literary texts that explore students' own experiences and imagining (ACELT1607)	All students have rich experiences and knowledge that are valuable resources to be drawn upon to add to the learning experiences of all students in the classroom.	Draw upon the experiences of all students when modeling possible story starters to the class.
Literacy		
Texts in context Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)	When talking about 'earlier times', these may be unfamiliar to EAL/D students from different cultures.	Bring a variety of texts from earlier times (print, visual and oral) to the classroom. Encourage family members to help with this.

Annotated Content Descriptions: English
Year 4

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Interacting with others Interpret ideas and information in spoken texts and listen for key points in order to carry out tasks and use information to share and extend ideas and information (ACELY1687)	Colloquial language can be challenging for all EAL/D students because it often references cultural expression with which they have little experience (for example He is pulling your leg) or is metaphorical (for example Now you're talking!).	Explain the cultural references behind expressions and be aware of possible misinterpretation of expressions that may be taken literally by EAL/D students.
Interacting with others Use interaction skills such as acknowledging another's point of view and linking students' response to the topic, using familiar and new vocabulary, and a range of vocal effects such as tone, pace, pitch and volume to speak clearly and coherently (ACELY1688)	Every language produces its own phonemes (sounds). Some of the phonemes of English will be new for EAL/D students and difficult to distinguish and reproduce. This means that a Standard Australian accent is difficult to reproduce and comprehend, and may cause them stress when speaking in groups.	Work with EAL/D students to assist them with particular sounds and intonation (rise and fall of speech), providing them with oral practice so that they are more easily understood by the audience.
Interacting with others Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences (ACELY1689)	Interaction skills are culturally specific. Eye contact, social distance, expected voice qualities and methods of presenting differ according to culture.	Explicitly model the requirements of interaction skills. Provide support in the form of extra rehearsal. Filming a rehearsal and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of what is being assessed.
Interpreting, analysing, evaluating Read different types of texts by combining contextual, semantic, grammatical and phonic knowledge using text processing strategies, for example monitoring meaning, crosschecking and reviewing (ACELY1691)	EAL/D students in the Beginning and Emerging phases of English language learning will not have the semantic and grammatical resources to read different types of texts independently.	Provide students in the Beginning and Emerging phases of English language learning with a variety of texts with content of interest to them, and supportive vocabulary and syntax, such as texts that make use of repeated phrases or refrains and support their reading. Provide students in the Developing and Consolidating phases of English language learning with scaffolds and vocabulary lists to help them engage with new texts.
Interpreting, analysing, evaluating Use comprehension strategies to	Inferences are made through an assumption of cultural knowledge, or through an understanding of a	Provide EAL/D students with specific instruction in these language features to access

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)	range of vocabulary (for example good synonym knowledge), or from the use of reference words, or through literary devices such as metaphor.	meaning in texts (for example model how to combine information from two different sentences to answer a question).
Creating texts Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694)	Text structures are socially constructed, and so are not universal. EAL/D students with print literacy in their first language may have other expectations and experiences of how a text is structured. EAL/D students may not have had cumulative exposure to the Australian Curriculum and may not be familiar with the range of text types experienced by other students.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher–led joint construction of new types of texts. EAL/D students in the Beginning phase of English language learning will require extra scaffolds such as sentence stems and vocabulary lists.
Creating texts Reread and edit for meaning by adding, deleting or moving words or word groups to improve content and structure (ACELY1695)	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and is reflective of what they have yet to learn. EAL/D students in the Beginning and Emerging phases of English language learning are unlikely to be able to self– correct errors in writing, or recognise the alternative choices when using a spell check function.	Supply a scaffolded editing checklist for EAL/D students (for example underlining a spelling mistake and indicating which letters are incorrect; underlining a word in the incorrect tense and indicating which tense was required).
Creating texts Write using clearly– formed joined letters, and develop increased fluency and automaticity (ACELY1696)	Some EAL/D students may not have experienced a written script in any language.	Be aware of the print literacy experiences of EAL/D students. Family members can provide this information.
Creating texts Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1697)	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be affected.	Explicitly teach keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).

Annotated Content Descriptions: English
Year 5

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand that the pronunciation, spelling and meanings of words have histories and change over time (ACELA1500)	EAL/D students may bilingual as they already communicate in at least one other language. Their language knowledge is a valuable resource in the classroom.	When examining the origins of English words, look for examples with their roots in the languages of students in the classroom. Compare the words of different languages in the classroom (for example What do other languages call 'kangaroos'? Why are there similarities or differences?).
Language for interaction Understand that patterns of language interaction vary across social contexts and types of texts, and that they help to signal social roles and relationships (ACELA1501)	Degrees of formality differ across languages and cultures, and it can be difficult to learn the nuances and the correct language choices for each situation.	Give clear guidelines and examples of the kinds of language expected in different situations (for example with friends, with the teacher, with a visitor to the classroom). Provide opportunities for EAL/D students to rehearse more formal instances of language use in small groups. Teacher feedback is important in promoting formal language use.
Language for interaction Understand how to move beyond making bare assertions and take account of different perspectives and points of view (ACELA1502)	Simple and compound sentence structures are the first ones mastered by EAL/D students. Complex sentences are learned further along the EAL/D learning progression.	Provide good models of the sentences required to express point of view.
Text structure and organisation Understand how texts vary in purpose, structure and topic, as well as the degree of formality (ACELA1504)	EAL/D students may not have had cumulative exposure to the Australian Curriculum and may not be familiar with the range of types of texts experienced by other students in the classroom.	Provide models of all types of texts at all times. EAL/D students in the Beginning phase will require extra scaffolds such as sentence stems and vocabulary lists.
Text structure and organisation Understand how possession is signaled through apostrophes and how to use apostrophes of possession for common and proper nouns (ACELA1506)	EAL/D students are likely to have different understandings and expectations of punctuation. Punctuation is different in different languages. In some languages it does not exist, and in other languages the symbols used are different. In particular, the possessive apostrophe is not used in most other languages.	Unpack the construction of the possessive in English. Build charts illustrating the use of the apostrophe with the class for ready reference.

Annotated Content Descriptions: English
Year 5

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Text structure and organisation Investigate how the organisation of texts into chapters, headings, subheadings, home pages and subpages for online texts and according to chronology or topic can be used to predict content and assist navigation (ACELA1797)	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Identify what previous exposure to ICT EAL/D students have had. Explicitly teach English keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).
Expressing and developing ideas Understand the difference between main and subordinate clauses and how these can be combined to create complex sentences through subordinating conjunctions to develop and expand ideas (ACELA1507)	Simple and compound sentence structures are the first ones mastered by EAL/D students. Complex sentences using main and subordinate clauses are learned further along the EAL/D learning progression.	Beginning and Emerging phase students will require support with simple sentences and their structure before they can work with complex sentence structures. Developing and Consolidating phase students can be supported with complex sentences by working with the structure of the sentences. Write sentences on cardboard or on the interactive whiteboard and cut these into their clause components. Provide sentence models for students to modify by inserting their own content but retaining the structure.
Expressing and developing ideas Understand how noun and adjective groups can be expanded in a variety of ways to provide a fuller description of the person, thing or idea (ACELA1508)	Noun groups/phrases can be made by adding adjectives. In English, we prefer an order for adjectives in noun groups/phrases (for example a beautiful red balloon rather than a red beautiful balloon). This preference for opinion adjectives before factual ones is innate for native English speakers because of their sense of the language, but should be taught to EAL/D students.	Use interactive and oral activities to build students' use of noun and adjective groups.
Expressing and developing ideas Understand the use of vocabulary to express greater precision of meaning, and know that words can have different meanings in	Size of vocabulary is one of the best predictors of literacy success. EAL/D students will not have had the same extensive exposure to English vocabulary as other students, nor the same	Plan for vocabulary teaching and deliberately build vocabulary in the classroom. Teach the use of a thesaurus. Notice words being used differently in different contexts and point this out to students (for

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
different contexts (ACELA1512)	'prior knowledge' to build upon, and so special attention must be paid to vocabulary development in the classroom.	example 'Stay in the **shade'**. '**Shade** one half of the circle').
Expressing and developing ideas Understand how to use banks of known words as well as word origins, prefixes, suffixes and morphemes to learn and spell new words (ACELA1513)	Morphemes are the smallest meaningful parts of words, and play an important role in helping us to comprehend words and spell them. This knowledge is crucial for EAL/D students as it allows them to efficiently expand their vocabulary through building word families and to increase their comprehension.	Build families of words according to their morphology (for example through semantic webs where the core word is added to – ''fire, bushfire, fireman, fire– fighter').
Expressing and developing ideas Recognise uncommon plurals, for example 'foci' (ACELA1514)	EAL/D students come into the school and the curriculum at all ages and may be at any phase in their English language learning journey. Therefore, even more common, but irregular, plurals (for example children) need to be explained.	Build lists of irregular plurals in personal word books for EAL/D students.
Literature		
Literature and context Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)	EAL/D students have cultural resources that give them experiences and knowledge as well as alternative perspectives on issues and phenomena. These are resources to be drawn upon to add to the learning experiences of all students.	Ask EAL/D students to share texts from their own lives. These can be shared with the class and used as points of comparison and discussion.
Responding to literature Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others (ACELT1609)	EAL/D students will have opinions, but those in the Beginning and Emerging phases will not yet be able to use language to demonstrate their comprehension or their ideas. Since students can understand more than they can produce, even Developing and Consolidating phase students will find it challenging to use	Provide a range of options for responding to texts, including the use of visuals, the provision of a range of possible responses, and sentence prompts.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
	'response' language.	
Examining literature Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610)	Different cultures (languages) interpret/analyse texts differently. Be aware that EAL/D students may have interpretations that may differ from taken– for– granted interpretations in the classroom.	Model interpretation of text and choose texts that carry ideas with which the students are familiar. Introduce the idea that readers can have different viewpoints.
Examining literature Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification in narratives, shape poetry, songs, anthems and odes (ACELT1611)	Metaphor, simile and personification are all elements of language that are used once a firm grounding of language, its nuances and its manipulation can be understood. EAL/D students in all phases of English language learning may not have had sufficient time in English culture to understand the interpretations of these.	Unpack the ways in which similes and metaphors work and build vocabulary banks that EAL/D students can use to come up with plausible similes and metaphors. Note everyday use of metaphor and simile (for example *let's be quiet as little mice*) and explain their meaning.
Creating literature Create literary texts using realistic and fantasy settings, and characters that draw on the worlds represented in texts they have experienced (ACELT1612)	EAL/D students come into the school and the curriculum at all ages and may be at any phase in their English language learning journey. They may not have the English language skills, or the long– term cumulative exposure to the Australian Curriculum, to enable them to create independent texts.	Provide EAL/D students with the opportunity to create texts at a level commensurate with their English language skill. Beginning phase students can use visuals and modelled sentences from the classroom, while Consolidating phase students will benefit from the provision of annotated models of the target text.
Creating literature Create literary texts that experiment with structures, ideas and stylistic features of selected authors (ACELT1798)	Experimentation with texts requires a firm foundational knowledge of texts. As EAL/D students are unlikely to have had cumulative exposure to the Australian Curriculum, they may not have this foundation.	Provide EAL/D students with the opportunity to create texts at a level commensurate with their English language skill and their experience with the Australian Curriculum.
Literacy		
Texts in context Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions,	Objective and subjective language is an abstract concept. How it is achieved in English needs to be modelled and explained.	Provide vocabulary lists and teach idiomatic expressions.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
objective and subjective language, and that these can change according to context (ACELY1698)		
Interacting with others Use interaction skills, for example paraphrasing, questioning and interpreting nonverbal cues, and choose vocabulary and vocal effects appropriate for different audiences and purposes (ACELY1796)	Interaction skills are culturally specific. Eye contact, social distance, expected voice qualities and methods of presenting are all taught differently in different countries.	Explicit modelling of the requirements is necessary. Provide support in the form of extra rehearsal. Filming a practice run and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of what they are being marked on.
Interacting with others Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements (ACELY1700)	Speaking in front of groups is challenging for EAL/D students in the Beginning phase of language learning.	Allow these EAL/D students to share in one– on– one interaction or in smaller groups. Give students time to practice their delivery.
Interpreting, analysing, evaluating Identify and explain characteristic text structures and language features used in imaginative, informative and persuasive texts to meet the purpose of the text (ACELY1701)	Identifying persuasive devices in texts requires the student to be able to decode the text, then analyse the word choice and how this affects the reader/viewer/listener. EAL/D students in all phases of their English language learning will find this variously challenging.	Allow EAL/D students to engage with this task in ways commensurate with their EAL/D learning progression. Some will be able to decode, others to analyse and the more able students will identify the positioning of the audience, although this will be a difficult task for most. Build EAL/D students' vocabulary relevant to persuasive, informative and imaginative texts.
Interpreting, analysing, evaluating Navigate and read texts for specific purposes, applying appropriate text processing strategies, for example predicting and confirming, monitoring meaning, skimming and scanning (ACELY1702)	Self– correction requires an innate sense of what sounds right in English and what makes sense. EAL/D students in the Beginning and Emerging phases of learning do not have this sense of the language and cannot easily self– correct. EAL/D students in these early phases of learning usually do not have enough language knowledge to predict upcoming	Explicitly teach what is possible in English grammar and vocabulary, and do not rely on questions such as 'Does this sound right?' or 'Does that make sense?'. Reading assessment methods such as Running Records, Retells (oral, written or drawn) and comprehension questions (oral, written or drawn answers) are a crucial component of assessing reading competency in

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	words.	EAL/D students.
Creating texts Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience (ACELY1704)	EAL/D students may not have had cumulative exposure to the Australian Curriculum and may not be familiar with the types of texts that other students have learnt in previous years.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of texts, focusing on the language features of the specific type of text. Provide models of all types of texts at all times. EAL/D students in the Beginning phase will require extra scaffolds such as sentence stems and vocabulary lists. Investigate with students the features of multimodal texts that contribute to making meaning.
Creating texts Reread and edit students' own and others' work using agreed criteria for text structures and language features (ACELY1705)	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and is reflective of what they have yet to learn. Successful editing requires both breadth and depth of English language knowledge, which comes later in the language learning journey where students develop a sense of 'what makes sense' and 'what sounds right' in English.	Provide detailed proofreading checklists that will be helpful to EAL/D students. Identify one or two key items to look for in each editing task.
Creating texts Use a range of software including word processing programs with fluency and accuracy to construct, edit and publish written text, and select, edit and place visual, print and audio elements (ACELY1707)	EAL/D students' knowledge of ICT may be much less or much better developed than their peers. Different languages have different placement of keys on the keyboard, and so EAL/D students' ability to word process may be compromised.	Explicitly teach keyboard skills, including charts that show upper-case and lower-case matches (as keyboards are in the upper case).

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Language		
Language variation and change Understand that different social and geographical dialects or accents are used in Australia in addition to English (ACELA1515)	Students within the class may speak different social and geographical dialects. It is important to present this as 'difference' not 'deficiency'.	Explore the concept of dialect and how this can contribute to identity (such as the friendly rivalry between Australian and New Zealand accents).
Language for interaction Understand that strategies for interaction become more complex and demanding as levels of formality and social distance increase (ACELA1516)	The requirements for formality and social distance vary from culture to culture.	Explicitly explain and demonstrate both the levels of formality and social distance through discussion and role play.
Language for interaction Understand the uses of objective and subjective language and bias (ACELA1517)	EAL/D students may understand this concept, but Beginning and Emerging phase students may find it difficult to show this understanding as they are yet to acquire the language necessary to make linguistic choices. This depends upon where they are on the EAL/D learning progression.	Encourage students to show their understanding in alternative ways (for example provide them with examples of each; discuss which is which and what features create this subjectivity/objectivity).
Text structure and organisation Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects (ACELA1518)	Beginning and Emerging phase students will find it difficult to see when an author has deliberately deviated from standard language features. Humour is culturally specific, and usually dependent upon a good understanding of cultural references and a broad vocabulary.	Give explicit examples of when and how authors innovate and the intended effect of this innovation. Use texts as models, and unpack cultural references to explain why humour is created in examples.
Text structure and organisation Understand the uses of commas to separate clauses (ACELA1521)	Punctuation differs from language to language. Complex sentences will be difficult for Beginning and Emerging phase students who are still mastering simple sentences.	Explicitly explain and model punctuation, and encourage students to make comparisons with their home language. Provide intensive support for those students still requiring assistance with simple sentence structure before requiring them to learn and attempt more complex sentences.

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CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Expressing and developing ideas Investigate how clauses can be combined in a variety of ways to elaborate, extend or explain ideas (ACELA1522)	Complex sentences will be difficult for Beginning and Emerging phase students who are still mastering simple sentences. All languages have different grammatical rules, and English has a flexible structure where clauses can often be placed in different positions in sentences for effect.	Provide intensive support for those students still requiring assistance with simple sentence structure before requiring them to learn and attempt more complex sentences. Model sentence structures and demonstrate what is possible with sentences (for example moving clauses around in a sentence to observe effect).
Expressing and developing ideas Understand how ideas can be expanded and sharpened through careful choice of verbs and elaborated tenses and a range of adverbials (ACELA1523)	Tense is marked through the verbs. Not all languages mark time in this way, nor in the complex manner of English, which has more than nine tenses. These are not interchangeable and are used to make fine distinctions of meaning. For example: 'The little red hen *baked* the bread'. 'The little red hen *was baking* the bread'. 'The little red hen *has baked* the bread'.	Explicitly teach the ways in which verbs work in English. Use shared reading of texts to explain how different text structures work. Model a variety of verbs/adverbials for any given learning activity so that EAL/D students will develop their bank of verbs and adverbials to allow for greater linguistic choice.
Expressing and developing ideas Identify and explain how analytical images such as figures, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)	Just as written texts are socially constructed, so are visual texts. It is important not to assume that visuals are an 'international' language that is read the same way in all cultures. The visual images in visual texts are culturally bound and will not necessarily be obvious or familiar to EAL/D students.	Visual texts need to be deconstructed and explained in the same way as written texts. Explain the analytical images in texts, and look for a range of texts that include analytical images to examine their use, layout and contribution to meaning.
Expressing and developing ideas Investigate how vocabulary choices, including evaluative language, can express shades of meaning, feeling and opinion (ACELA1525)	EAL/D students may still need time to understand the effect of word choice.	Use word clines and other vocabulary activities to support students in understanding the range of vocabulary available and the effect of these words. Encourage students to use bilingual dictionaries and to note the approximation for each word in their home language if one exists. Give EAL/D students multiple

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		opportunities to use new vocabulary in interactive oral situations.
Expressing and developing ideas Understand how to use banks of known words, word origins, base words, suffixes and prefixes, morphemes, spelling patterns and generalisations to learn and spell new words, for example technical words and words adopted from other languages (ACELA1526)	Spelling is developmental, and English spelling will cause problems for students from oral cultures and those from languages that are phonetically represented (such as Spanish and Indonesian) because many words in English do not follow a phonetic pattern.	Ensure that students have a sound grasp of letter/name and within– word pattern spelling knowledge before introducing them to affixes and derivational relations spelling patterns. Assist students to use visual knowledge to learn irregular words such as *watch*, *women*.
Literature		
Literature and context Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)	Different cultures (languages) interpret/analyse texts differently. Be aware that EAL/D students may have interpretations that may differ from taken– for– granted interpretations in the classroom. These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints, and discussing social identity and cultural contexts.	Model interpretation of text and choose texts that carry ideas with which the students are familiar. Introduce the idea that readers can have different viewpoints. If they are happy to participate, use students as a resource to deepen this discussion. Ensure that respect for difference is maintained in the classroom at all times.
Responding to literature Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)	An exploration of similarities and differences will require the use of comparative language.	Provide a bank of expressions that can be used to describe similarities and differences (for example 'similar to', 'the same as', 'like text A, text B' ...) so that EAL/D students can focus on giving the information, rather than the language required to explain their ideas. Rehearse in oral situations prior to writing.
Responding to literature Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to	Modality does not exist in all languages and is used differently in some others. Metaphor is cultural, and some languages do not use metaphor at all.	Give explicit instruction on modality and its effects. Explore with students if this exists in their home language and try to find how they achieve the same effect, so that students can better

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different texts (ACELT1615)		understand the concept behind it. Give targeted support in identifying and understanding metaphor as it is presented in the text.
Examining literature Identify, describe and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style (ACELT1616)	An exploration of similarities and differences will require the use of comparative language.	Provide a bank of expressions that can be used to describe similarities and differences (for example 'similar to', 'the same as', 'like text A, text B' ...) so that EAL/D students can focus on giving the information, rather than the language required to explain their ideas.
Creating literature Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways (ACELT1618)	EAL/D students will have varying competence in creating texts and reproducing stylistic features in English depending on where they are on their English language learning journey.	A gradual release of responsibility (modelling of exemplar text, deconstruction of this, joint reconstruction and then independent construction) will assist students to understand the structure, patterns and language features of the desired text.
Creating literature Experiment with text structures and language features and their effects in creating literary texts, for example, using imagery, sentence variation, metaphor and word choice (ACELT1800)	Metaphor, simile and personification are all elements of language that are used once a firm grounding of language, its nuances and its manipulation can be understood. EAL/D students in all phases of English language learning may not have had sufficient time in English culture to understand the interpretations of these. This will be a challenging task for students in the Beginning, Emerging and Developing phases of language learning.	Unpack the ways in which similes and metaphors work, and build vocabulary banks that EAL/D students can use to come up with plausible similes and metaphors. Note everyday use of metaphor and simile (for example *as clear as mud*) and explain their meaning. Find visual representations of similes and metaphors. Use exemplar texts to model how these new texts can be created. Use the gradual release of responsibility method to lead students to independent construction of such texts.

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Literacy		
Interacting with others Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709)	Students in the Beginning and Emerging phases may find it daunting to be actively involved in these kinds of discussions. They may observe others to identify how these kinds of discussions are staged in English and will most likely understand more of the discussion than they are able to demonstrate.	Allow students the opportunity to participate passively in such discussions. Invite their participation, but do not force it. Allow longer 'wait time' for responses as the students translate, construct a response in their first language, translate this to English and then respond. Use small group activities to promote such discussions, as these can be less threatening than whole– class discussions.
Interacting with others Use interaction skills, varying conventions of spoken interactions such as voice volume, tone, pitch and pace, according to group size, formality of interaction, and needs and expertise of the audience (ACELY1816)	Interaction skills are culturally specific (for example expected voice qualities and methods of presenting are all taught differently in different countries).	Explicit modelling of the requirements is necessary. Provide support in the form of extra rehearsal. Filming a practice run and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of what they are being marked on.
Interacting with others Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)	These may be particularly daunting for an EAL/D student. The student may be particularly conscious of their accent, and other students may find this a source of amusement, thus exacerbating the self– consciousness of the student.	Teachers may choose to give students a chance to present in smaller groups or take time out to practice their delivery. In all cases, students should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (**syll**able). An EAL/D student may just as easily say 'syll**a**ble' or

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		'sylla**ble**', thus making the word more difficult to comprehend for native speakers.
Interpreting, analysing, evaluating Select, navigate and read texts for a range of purposes applying appropriate text processing strategies and interpreting structural features, for example table of contents, glossary, chapters, headings and subheadings (ACELY1712)	EAL/D students in the Beginning and Emerging phases will have difficulty with the vocabulary and grammar of age– appropriate texts. EAL/D students at the Developing and Consolidating phases may still be unaware of the syntactic cues (the language patterns, word order and text structure) or semantic cues (for example cultural and world knowledge, topic knowledge) needed to make sense of these texts.	Assist in choosing texts appropriate for students' abilities and scaffold them in interpreting age– appropriate texts. Present new vocabulary and introduce new grammatical features to be encountered in a new text. Model text processing strategies such as how to use a table of contents. This skill may be particularly unfamiliar to EAL/D students who are not literate in their first language.
Interpreting, analysing, evaluating Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713)	Not all EAL/D students will have been able to develop a range of reading comprehension strategies in their past schooling.	Explicitly model comprehension strategies (one at a time), using texts that the student can decode independently, and show how these strategies can then be used in conjunction with one another to make better sense of text. Identify syntactic cues (for example that 'tear' can be a verb and a noun) and explicitly explain these to students. Identify where semantic cues are used (for example the use of 'white' to symbolise purity, the word 'lamb' means both a baby animal and a joint of meat) and explicitly point these out for students.
Creating texts Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and	Many EAL/D students, particularly those at the Beginning and Emerging phases of language learning, will not have the written language proficiency required to achieve in this task. As students move into the Developing and Consolidating phases, they will be able to attempt these skills with support, but their writing will still	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of

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audience (ACELY1714)	exhibit first language influence in both linguistic and stylistic features.	texts. Provide vocabulary lists of common and necessary information (which students have time to study and research prior to the task).
Creating texts Reread and edit students' own and others' work using agreed criteria and explaining editing choices (ACELY1715)	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and is reflective of what they have yet to learn.	Provide opportunities for peer editing or editing with the teacher. Photocopy or print out students' work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order.
Creating texts Develop a handwriting style that is legible, fluent and automatic, and varies according to audience and purpose (ACELY1716)	Students who are familiar with a different script may not yet have learned to write fluently in English and will need extra time to develop their handwriting.	If cursive writing is required, enable students to practice this at home in private. Set homework to develop this on an individual basis.

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Language		
Language variation and change Understand the way language evolves to reflect a changing world, particularly in response to the use of new technology for presenting texts and communicating (ACELA1528)	EAL/D students may not understand the unwritten cultural 'boundaries' around where and when one can use text language (for example in online forums, or mobile phone messaging).	Highlight the contexts in which this kind of language may and may not be used.
Language for interaction Understand how accents, styles of speech and idioms express and create personal and social identities (ACELA1529)	Accents and their sociocultural implications may be difficult for EAL/D students to distinguish for several years. Some students may never be able to distinguish between more closely linked accents (such as Standard Australian English and New Zealander or American and Canadian). Idioms are expressions particular to cultures and are difficult to understand and remember for those not from that culture.	Explicitly teach the implications of accents, idioms and styles of speech. Support students with revision of idioms and explain their origins. Explain the class structure that can underlie the social identity of different types of speech.
Language for interaction Understand how language is used to evaluate texts and how evaluations about a text can be substantiated by reference to the text and other sources and other social criteria (ACELA1782)	The use of appraisal is linked to linguistic and cultural understandings around the 'weight' of words and what they insinuate. Students in the Beginning and Emerging phases of language learning will still be developing a basic vocabulary and may not understand the nuances between word choices.	Employ strategies such as word clines to explicitly demonstrate the strength and inference that words carry. Discuss evaluative language in texts being read and how authors choose these deliberately to convey a point of view. Use classroom strategies that will develop EAL/D students' evaluative language.
Text structure and organisation Understand and explain how the text structures and language features of texts become more complex in informative and persuasive texts, and identify underlying structures, for example taxonomies, cause and effect, and extended metaphors	EAL/D students may not have had cumulative exposure to the Australian Curriculum and may not be familiar with the range of types of texts experienced by other students in the classroom. Understanding extended metaphor relies upon the student seeing the connection of the metaphor and	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text and the language features evident in the text. Provide explicit teaching to explain the meaning of metaphors in texts

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(ACELA1531)	having the cultural capital to decode this metaphor and to appreciate its complexities and inferences.	being read.
Text structure and organisation Understand that the coherence of more complex texts relies on devices that signal text structure and guide readers, for example overviews, initial and concluding paragraphs and topic sentences, indexes or site maps, breadcrumb trails for online texts (ACELA1763)	EAL/D students may not have the prior knowledge to appreciate this without explicit teaching. Texts are socially constructed and so are organised differently in different languages. Some EAL/D students may bring different expectations of text structure and purpose.	Explicitly teach the cohesive devices mentioned through examples and teacher modelling, and identify how these devices are used in texts being read.
Text structure and organisation Understand the use of punctuation to support meaning in complex sentences with phrases and embedded clauses (ACELA1532)	Punctuation is different in different languages. In some languages (such as Arabic) it does not exist, and in other languages the symbols used are different. For example, in German all nouns are capitalised, while some languages have no capitals; in Spanish, an inverted question mark is used at the beginning of the question and a standard question mark at the end.	Explicitly teach punctuation, ensuring that EAL/D students understand both the symbol and the function of punctuation.
Expressing and developing ideas Recognise and understand that embedded clauses are a common feature of sentence structure and contribute additional information to a sentence (ACELA1534)	In the Beginning and Emerging phases of language learning, EAL/D students may still be trying to master the accurate reproduction of a simple sentence. Discussing embedded clauses if the simple or compound sentence structure is not well developed will cause confusion.	Consider each student's 'position' along the language learning continuum before embarking upon this learning.
Expressing and developing ideas Understand how modality is achieved through discriminating choices in modal verbs, adverbs, adjectives and nouns (ACELA1536)	Many languages have no modality. Students from these backgrounds will need support in understanding how a degree of certainty can create nuance or indicate deference.	Consider the language background of EAL/D students and explain the concept of modality if needed. If available, ask a bilingual teaching assistant or a person who shares the same language to assist with understanding.

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Expressing and developing ideas Investigate vocabulary typical of extended and more academic texts, and the role of abstract nouns, classification, description and generalisation in building specialised knowledge through language (ACELA1537)	Academic texts often use nominalisation. This is difficult for EAL/D students to unpack as the noun responsible for the action is removed (for example 'People settled' becomes 'settlement'). Abstract nouns may cause confusion for newer language students. Often, language is learned through visual reinforcement, and this is not always possible for abstract nouns.	Explicitly teach nominalisation and provide charts that show the verb and noun side by side so that students may refer to this. Use bilingual dictionaries, bilingual teaching assistants or same–language speakers where possible to clarify the concept. Use strategies such as cloze to focus on the use of nominalisations. Unpack nominalisations to show both the verbs and nouns from which they originated.
Expressing and developing ideas Understand how to use spelling rules and word origins, for example Greek and Latin roots, base words, suffixes, prefixes, spelling patterns and generalisations to learn new words and how to spell them (ACELA1539)	Spelling is developmental, and Standard Australian English spelling will cause problems for students from oral cultures and those from language backgrounds that are phonetically represented (such as Spanish and Indonesian).	Ensure that students have a sound grasp of letter/name and within– word pattern spelling knowledge before introducing them to affixes and derivational relations spelling patterns.
Literature		
Literature and context Identify and explore ideas and viewpoints about events, issues and characters represented in texts drawn from different historical, social and cultural contexts (ACELT1619)	EAL/D students may not have the prior knowledge of historical, social and cultural contexts that could be assumed of students who have been educated in an Australian context up to Year 7.	Explain the contexts surrounding the texts explicitly. Use visuals and film to give historical context, and draw comparisons with a student's home culture to exemplify the social and cultural contexts and how they differ in English texts.
Responding to literature Reflect on ideas and opinions about characters, settings and events in literary texts, identifying areas of agreement and difference with others and justifying a point of view (ACELT1620)	Many cultures do not expect students to develop their own opinion on texts. The 'expert' opinion is seen as correct, and students are required to learn and reproduce these opinions. This means that some students may experience difficulty in providing an independent opinion and in	Explicitly model the language required to both state an opinion and to respectfully agree with others. Encourage EAL/D students to voice their opinions.

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	understanding how to justify this opinion. As students move to the Developing and Consolidating phases of language learning, they should become more proficient in this area.	
Responding to literature Compare the ways that language and images are used to create character, and to influence emotions and opinions in different types of texts (ACELT1621)	Language and images may generate varying interpretations and implications depending on the background of the student (different cultural conceptualisation). These may differ from the intended interpretation in the original text. For example, a 'full moon' can signal a mystical element in some cultures, or symbolise beauty in others, or create a sense of foreboding in thrillers.	Be explicit about implicit details in the narrative. Create opportunities for students to show their own conceptualisation, through language or images.
Responding to literature Discuss aspects of texts, for example their aesthetic and social value, using relevant and appropriate metalanguage (ACELT1803)	Cultures value different things, and so this will vary across cultures.	An EAL/D student can contribute to the discussion, showing another way of interpreting and/or appreciating texts. For example, the rights of a convicted criminal in a novel, or the role of the Anzacs in a text – invaders or heroes? Note that these alternative interpretations may be counter to school cultural interpretations.
Examining literature Recognise and analyse the ways that characterisation, events and settings are combined in narratives, and discuss the purposes and appeal of different approaches (ACELT1622)	The aesthetic value of texts is culturally constructed. EAL/D students in the Developing and Consolidating phases of language learning can contribute alternative interpretations to texts within a class situation based on their own experiences (for example they may have alternative views of the characterisation of the army if they have had negative first– hand experiences of war). In the Beginning and Emerging phases, students will still be focusing on	Think, pair, share enables EAL/D students to voice their interpretations and evaluations of texts in a non– threatening way. For students at the Beginning and Emerging phases, provide graphic organisers (such as character maps) to record the information. Ensure that texts selected are at an appropriate language and age level for the EAL/D learner. This may require differentiation of texts within the classroom.

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	decoding the words within the narrative, and so it is useful if they can also experience literary texts as film or graphic novels.	
Creating literature Create literary texts that adapt stylistic features encountered in other texts, for example narrative viewpoint, structure of stanzas, contrast and juxtaposition (ACELT1625)	EAL/D students will have varying competence in discerning and reproducing stylistic features in English texts. Stylistic effects are also culturally specific. Students in the Beginning phase of language learning will be able to produce simple texts to demonstrate narrative viewpoint (for example 'I go to the shop', 'He goes to the shop'). As they progress towards the Consolidating phase, they will be more able to demonstrate their understanding of these stylistic features.	A gradual release of responsibility (modelling of exemplar text, deconstruction of this, joint reconstruction and then independent construction) will assist students to understand the structure, patterns and language features of the desired text. Allow early language students to demonstrate their understanding of these features in less complex text or by identifying them in other texts.
Creating literature Experiment with text structures and language features and their effects in creating literary texts, for example using rhythm, sound effects, monologue, layout, navigation and colour (ACELT1805)	Experimenting with text structure and language features assumes a minimum level of English language competence, which EAL/D students in the Beginning and Emerging phases may not yet have acquired.	Model and explain the effect that certain changes have. Choose text structures that the students are familiar with. For students in the Beginning and Emerging phases, provide highly scaffolded activities that focus on one feature at a time.
Literacy		
Texts in context Analyse and explain the effect of technological innovations in texts, particularly media texts (ACELY1765)	Explanation of the effects will require specific language (media terms) and a specific text structure for the explanation. Students in the Consolidating phase may be able to demonstrate an in– depth knowledge of these features from student's first language learning. Students in the Beginning, Emerging and Developing phases will need intensive support to develop the vocabulary required.	

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Interacting with others Identify and discuss main ideas, concepts and points of view in spoken texts to evaluate qualities, for example the strength of an argument or the lyrical power of a poetic rendition (ACELY1719)	Spoken texts may be difficult to understand for students in the Beginning and Emerging phases of language learning, depending on their level of listening comprehension. Students in the Developing and Consolidating phases will still require support with extended texts and 'close' sounds (for example *pin/bin*).	
Interacting with others Use interaction skills when discussing and presenting ideas and information, selecting body language, voice qualities and other elements (for example, music and sound) to add interest and meaning (ACELY1804)	Interaction skills are culturally specific. Eye contact, social distance, expected voice qualities and methods of presenting are all taught differently in different countries.	Explicit modelling of the requirements is necessary. Provide support in the form of extra rehearsal. Filming a rehearsal of a contribution to discussion and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of how they are being marked.
Interacting with others Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to promote a point of view or enable a new way of seeing (ACELY1720)	These may be particularly daunting for an EAL/D student, especially those in the Beginning and Emerging phases. The student may be particularly conscious of their accent, and other students may find this a source of amusement, thus exacerbating the self–consciousness of the student.	Give students a chance to present in smaller groups or take time out to practice their delivery. In all cases, they should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (**syll**able). An EAL/D student may just as easily say 'syll**a**ble' or 'sylla**ble**', thus making the word more difficult to comprehend for native speakers.

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CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Interpreting, analysing, evaluating Analyse and explain the ways text structures and language features shape meaning and vary according to audience and purpose (ACELY1721)	EAL/D students at the Beginning, Emerging and Developing phases will not understand the nuances of language in many situations. They will not recognise that the particular language choices made in the text can impact on meaning.	Explain how these structures and features shape meaning with concrete examples taken from texts being read. Model the variation of language according to audience and purpose through role play that EAL/D students watch or through an in– depth analysis of different language and text structures on a same topic and how these change according to audience and purpose (for example a text, an email to a friend, a business email, a letter).
Interpreting, analysing, evaluating Use prior knowledge and text processing strategies to interpret a range of types of texts (ACELY1722)	The prior knowledge that EAL/D students possess will vary.	Ascertain what prior knowledge EAL/D students have. Model text processing strategies prior to the task.
Interpreting, analysing, evaluating Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)	EAL/D students will be at varying places along the continuum of comprehension in the new language/dialect. Different cultures (languages) interpret/analyse texts differently. EAL/D students may have other interpretations of texts that run counter to the expected classroom interpretation. Synthesis is an advanced task that will require support.	Greater support and scaffolding will be required for students who have a lower level of comprehension than others. Graphic organisers may be useful. Model interpretation of text and choose texts that carry ideas with which the students are familiar. A retrieval chart (or other graphic organiser) will help students to organise their ideas. Provide synonyms for commonly used words (for example *witch*, *crone*, *hag*), as well as explicit modelling of the form required for the response.
Creating texts Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual and		Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
audio features to convey information and ideas (ACELY1725)		texts. Provide guided writing outlines to support with text structure, vocabulary lists of common and necessary information (which students have time to study and research prior to the task), and support in using the technology needed to produce these texts.
Creating texts Edit for meaning by removing repetition, refining ideas, reordering sentences and adding or substituting words for impact (ACELY1726)	In order to edit, students need to have the linguistic resources to identify mistakes. An error is usually indicative of the student's position on the EAL/D learning progression and is reflective of what they have yet to learn.	Peer editing or editing with the teacher can be an informative activity for EAL/D students. Photocopy or print out their work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order.
Creating texts Consolidate a personal handwriting style that is legible, fluent and automatic, and supports writing for extended periods (ACELY1727)	Students who come from a different script background may not yet have learned to write fluently in English and will need extra time to develop their handwriting in English.	If cursive writing is required, enable students to practice this at home in private. Set homework to develop this on an individual basis.
Creating texts Use a range of software, including word processing programs, to confidently create, edit and publish texts (ACELY1728)	Prior knowledge in this area should not be assumed.	Ascertain what ICT skills an EAL/D student has and support them with specific instruction if needed.

Annotated Content Descriptions: English
Year 8

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand the influence and impact that the English language has had on other languages or dialects, and how English has been influenced in return (ACELA1540)	Elements of English may have been influenced by the EAL/D student's home language.	Where possible, highlight the examples that show how the EAL/D student's language has influenced English rather than choosing examples that are not relevant to the cultural background of the cohort.
Language for interaction Understand how conventions of speech adopted by communities influence the identities of people in those communities (ACELA1541)	Some students may have difficulty understanding the various registers inherent in English.	Give specific examples, linking these to the social contexts these conventions of speech have come from.
Language for interaction Understand how rhetorical devices are used to persuade and how different layers of meaning are developed through the use of metaphor, irony and parody (ACELA1542)	Metaphor, irony and parody are all elements of language that are used once a firm grounding of language, its nuances and its manipulation can be understood. EAL/D students may not have had sufficient time in English culture to understand the English interpretations of these.	
Text structure and organisation Analyse how the text structures and language features of persuasive texts, including media texts, vary according to the medium and mode of communication (ACELA1543)	The nuances inherent in certain words will not necessarily be understood by EAL/D students. Students in the Beginning and Emerging phases of English language learning will be developing a repertoire of everyday vocabulary rather than investigating nuanced language.	Use spoken activities to model such language choices and to allow students the opportunities to use these language structures before writing. Use vocabulary building exercises such as word clines to consider the emotional effect and strength of certain words against others. Use everyday vocabulary as headings under which students can write alternative words, accompanied by a symbol (such as a + or –) to show whether these carry positive or negative connotations. Enable students in the Beginning and Emerging phases of English language learning to use more

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		simplistic vocabulary until they have mastered this.
Text structure and organisation Understand how cohesion in texts is improved by strengthening the internal structure of paragraphs through the use of examples, quotations and substantiation of claims (ACELA1766)	The appropriateness of quoting sources and the use of punctuation differ from culture to culture.	Explicitly model the conventions around the use of examples, quotation and substantiation of claims.
Text structure and organisation Understand how coherence is created in complex texts through devices such as lexical cohesion, ellipsis, grammatical theme and text connectives (ACELA1809)	Cohesive devices such as lexical chains and ellipsis require developed academic language. EAL/D students in the Beginning and Emerging phases of English language learning will be using simple cohesive devices until they have developed sufficient skills to use these.	Allow opportunities for oral activities that develop these skills. Enlarge a section of text and highlight cohesive devices (using different colours). Note that lexical cohesion also works on subtle cultural levels. For example, some may find a clear relationship between 'popcorn' and 'movie', while others may not. Give students in the Beginning and Emerging phases of English language learning the opportunity to practice simple cohesive devices before requiring them to engage in more advanced activities.
Text structure and organisation Understand the use of punctuation conventions, including colons and semicolons, dashes and brackets in formal and informal texts (ACELA1544)	Punctuation varies in different languages. In some languages it does not exist, and in other languages the symbols used are different. For example, in German all nouns are capitalised, while some languages have no capitals. Colons, semicolons and brackets may not be features of an EAL/D student's first language.	Explicitly teach punctuation, ensuring that EAL/D students understand both the symbol and the function of punctuation.
Expressing and developing ideas Analyse and examine how effective authors control and use a variety of clause structures, including embedded clauses (ACELA1545)	Students in the Beginning and Emerging phases of English language learning still trying to master simple clause structures will find this task difficult. Punctuation differs from language to language, and some languages have no punctuation.	Ensure that students have a firm understanding of simple clauses and sentences before attempting to explain complex sentences that contain embedded clauses. Explicitly model the punctuation required for an embedded clause, and explain that this is an easy way

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		for students to identify such clauses.
Expressing and developing ideas Understand the effect of nominalisation in the writing of informative and persuasive texts (ACELA1546)	Nominalisation removes the person or thing responsible for the action and leaves information in an abstract form, for example, 'evaporation' refers to the process by which a liquid is turned into vapour. This may be confusing for some EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Provide charts that show the process and the nominalised form side by side (for example the process of turning liquid into vapour – evaporation), and encourage students to translate these words into their first language where possible.
Expressing and developing ideas Investigate how visual and multimodal texts allude to or draw on other texts or images to enhance and layer meaning (ACELA1548)	Intertextuality relies upon the audience sharing cultural capital with the author. EAL/D students may not have seen/read/heard many of the texts that teachers assume will be well known.	If there are intertextual references, ensure that all students have seen the reference in its original form and then explicitly show the links between texts.
Expressing and developing ideas Recognise that vocabulary choices contribute to the specificity, abstraction and style of texts (ACELA1547)	This is an area where teachers can give great insights into language choice for EAL/D students.	Consider texts in English and across curriculum areas, and how language becomes more abstract as it becomes more academic. Unpack these abstractions, modelling thought processes to assist EAL/D students to understand how these can be understood.
Expressing and developing ideas Understand how to apply learned knowledge consistently in order to spell accurately and to learn new words, including nominalisations (ACELA1549)	Spelling in English is developmental. In many other languages the spelling of words is phonetic, and so inconsistencies and variations in English may cause frustration for EAL/D students.	Give EAL/D students multiple strategies for learning to spell, including looking at what they 'mean' – their morphemes and word origin, as well as how they sound – their phonemes and graphemes, and how they look – learning sight words.
Literature		
Literature and context Explore the ways that ideas and viewpoints in literary texts drawn from different historical, social and cultural contexts may reflect or challenge the values of	These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints, and discussing country, identity and culture.	Use EAL/D students as a resource to deepen this discussion, if they are happy to participate.

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
individuals and groups (ACELT1626)		
Responding to literature Share, reflect on, clarify and evaluate opinions and arguments about aspects of literary texts (ACELT1627)	Many cultures do not expect students to develop their own opinion on texts. The 'expert' opinion is seen as correct, and students are required to learn and reproduce these opinions. This means that some students may experience difficulty in providing an independent opinion and in understanding how to justify this opinion.	Explain that reflecting and evaluating is how we come to better understand a text. Provide models for how this response can be structured, including the language features required. Give extra support around modal verbs.
Responding to literature Recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts (ACELT1807)	These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints, and discussing country, identity and culture.	Use students as a resource to deepen this discussion if they are happy to participate.
Examining literature Recognise, explain and analyse the ways literary texts draw on readers' knowledge of other texts and enable new understanding and appreciation of aesthetic qualities (ACELT1629)	Intertextuality relies upon the audience sharing cultural capital with the author. EAL/D students may not have seen/read/heard many of the texts that teachers assume will be well known.	If there are intertextual references, ensure that all students have seen the reference in its original form and then explicitly show the links between texts.
Examining literature Identify and evaluate devices that create tone, for example humour, wordplay, innuendo and parody in poetry, humorous prose, drama or visual texts (ACELT1630)	Humour is culturally bound (what is funny to one culture is not to another). Recognising and reproducing humour is an advanced linguistic skill in another language. Wordplay is an even more advanced skill. Innuendo and parody are reliant upon shared cultural and historical knowledge.	Explicitly identify these elements and provide intensive support and scaffolding for EAL/D students in these tasks. For example, rather than requiring students to identify what is humorous and why, rephrase the question along the lines of 'Why is x humorous in y situation?', thus giving students a specific focus and eliminating much of the guesswork.
Examining literature Interpret and analyse language choices, including sentence patterns, dialogue, imagery and	Critical analysis of texts can be performed once students have reached a level of language at which they are no longer just decoding text, but also paying	Provide intensive support for EAL/D students when analysing language. Work closely with selected texts and discuss the effects of different

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other language features, in short stories, literary essays and plays (ACELT1767)	attention to the syntactic and semantic cues that are held within a text.	language choices.
Creating literature Create literary texts that draw upon text structures and language features of other texts for particular purposes and effects (ACELT1632)	This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Allow students to use exemplar texts as models from which they can draw structure or ideas and then re—create their own texts.
Creating literature Experiment with particular language features drawn from different types of texts, including combinations of language and visual choices to create new texts (ACELT1768)	This will be a challenging task for EAL/D students in the Beginning, Emerging and Developing phases of English language learning.	Use exemplar texts to model how these new texts can be created. A gradual release of responsibility (modelling of exemplar text, deconstruction of this, joint reconstruction and then independent construction) will assist students to understand the structure, patterns and language features of the desired text.
Literacy		
Texts in context Analyse and explain how language has evolved over time, and how technology and the media have influenced language use and forms of communication (ACELY1729)	EAL/D students may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of explaining this information, such as graphic organisers, a teacher interview, or creation of a multimedia response.
Interacting with others Interpret the stated and implied meanings in spoken texts, and use evidence to support or challenge different perspectives (ACELY1730)	Many cultures do not expect students to challenge texts. The writer is seen as ‘expert’. In some cultures, challenging viewpoints is a dangerous activity. This means that some students may experience difficulty and/or reticence in both challenging perspectives and in justifying this opinion. Modal verbs tend to be acquired late in the EAL/D learning progression and are an important feature of effective academic writing.	When introducing the task, explain that this is culturally acceptable in Australia and show public examples (such as editorials) where this occurs regularly. Provide models for how this response can be structured, including the language features required. Give extra support around modal verbs.

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Year 8

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Interacting with others Use interaction skills for identified purposes: using voice and language conventions to suit different situations; selecting vocabulary; modulating voice; and using elements such as music, images and sound for specific effects (ACELY1808)	Interaction skills are culturally specific. Eye contact, social distance, expected voice qualities and methods of presenting are all taught differently in different countries.	Provide explicit modelling of the requirements and support in the form of extra rehearsal. Filming the students practising these skills and analysing their performance with the student can be beneficial. If this task is assessed, provide an explicit and analytical marking key so that students are aware of what is being assessed.
Interacting with others Plan, rehearse and deliver presentations, selecting and sequencing appropriate content, including multimodal elements, to reflect a diversity of viewpoints (ACELY1731)	These may be particularly daunting for EAL/D students. They may be conscious of their accents, and other students may find this a source of amusement, thus exacerbating the self–consciousness of the student. This is an area that requires great sensitivity in many cases.	Consider giving EAL/D students a chance to present in smaller groups or take time out to practise their delivery. In all cases, they should be encouraged to provide visual supports for key words and concepts so that other students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (syllable). An EAL/D student may just as easily say 'syllable' or 'syllable'.
Interpreting, analysing, evaluating Analyse and evaluate the ways that text structures and language features vary according to the purpose of the text and the ways that referenced sources add authority to a text (ACELY1732)	This is an opportunity for useful work around language, its structure and its meanings for EAL/D students.	Explicitly address these structures, language features and purposes.
Interpreting, analysing, evaluating Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and credibility of sources, including finding evidence in the	EAL/D students will be at different points on the EAL/D learning progression so comprehension strategies should not be assumed.	Identify EAL/D students' levels of reading comprehension and provide support as appropriate. Introduce new comprehension strategies, such as inferring, using explicit teaching around familiar texts.

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text for the author's point of view (ACELY1734)		
Creating texts Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions using deliberate language and textual choices, including digital elements as appropriate (ACELY1736)	Many EAL/D students, particularly those in the Beginning and Emerging phases of English language learning, will not have the oral, visual or written language proficiency required to achieve in this task.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of texts. Provide guided writing outlines to support students with text structure, vocabulary lists of common and necessary information (which students have time to study and research prior to the task), and support in using the technology needed to produce these texts.
Creating texts Experiment with text structures and language feature options to refine and clarify ideas to improve the effectiveness of students' texts (ACELY1810)	In order to edit, students need to have the linguistic resources to identify mistakes. Errors are usually indicative of students' positions on the EAL/D learning progression and reflect what they have yet to learn.	Provide opportunities for peer editing or editing with the teacher which can be informative activities for EAL/D students. Photocopy or print out their work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order.

Annotated Content Descriptions: English Year 9

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand that English is a living language, within which the creation and loss of words and evolving usage is ongoing (ACELA1550)	EAL/D students may be bilingual as they already communicate in at least one other language. Their language knowledge is a valuable resource in the classroom.	When examining the origins of English words, look for examples with their roots in the languages of the students in the classroom. Compare the words of different languages in the classroom (for example What do other languages call 'kangaroos'? Why are there similarities or differences?).
Language for interaction Investigate how language used for evaluation can be expressed directly and indirectly using devices, for example allusion, evocative vocabulary and metaphor (ACELA1552)	The nuances found within any language are only observable once a learner has gained sufficient linguistic and cultural resources to identify them. Students in the Beginning, Emerging and Developing phases may not yet have developed sufficient linguistic resources to identify evaluation in language.	Use word clines to exemplify the power and strength of words. Explicitly analyse and discuss metaphors. Provide the cultural and historical knowledge required to identify and interpret allusion.
Text structure and organisation Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections and to build semantic associations between ideas (ACELA1770)	This is an opportunity for useful work around cohesive devices for EAL/D students. Some languages/dialects (such as Aboriginal English) do not have an extensive use of referential pronouns.	Explicitly address cohesive devices and show how they work to make connections throughout a text. Provide extra support when needed on referential pronouns and on case in pronouns.
Text structure and organisation Understand how punctuation is used in conjunction with layout and font variations in constructing texts for different audiences and purposes (ACELA1556)	Punctuation and its use varies across languages (some languages do not use it at all).	Explicitly teach all English punctuation and its uses.
Expressing and developing ideas Analyse and explain the use of symbols, icons and myth in still and moving images, and how these augment meaning	Symbols and images may generate varying interpretations and implications depending on the background of the student (different cultural conceptualisation). These may differ from intended interpretation	Explain the English interpretation of these symbols and icons, and the origin of these interpretations.

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(ACELA1560)	in the original text. For example, a 'full moon' can signal a mystical element in some cultures, or symbolise beauty in others, or create a sense of foreboding in thrillers.	
Expressing and developing ideas Identify how vocabulary choices contribute to specificity, abstraction and stylistic effectiveness (ACELA1561)	This is an opportunity for useful work around vocabulary choices for EAL/D students.	Employ explicit strategies when modelling this and enable students to take notes (and annotate these in their first language if needed).
Expressing and developing ideas Understand how spelling is used creatively in texts for particular effects, for example characterisation and humour, and to represent accents and styles of speech (ACELA1562)	If students are still learning to spell the words in question, this may create some confusion.	Emphasise that these are not accepted spellings, nor are they to be used as substitutes for correct spellings.
Literature		
Literature and context Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)	These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and cultural viewpoints.	If they are happy to participate, use students as a resource to deepen this discussion.
Responding to literature Present an argument about a text based on initial impressions and subsequent analysis of the whole text (ACELT1771)	Both extended speech and extended writing may present a challenge for EAL/D students. Support will be needed around the text structure, organisation of ideas and language features required.	Consider the format of the response required and provide explicit models and exemplar texts as guides for students.

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CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Responding to literature Reflect on, discuss and explore notions of literary value, and how and why such notions vary according to context (ACELT1634)	This is an area where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints. Students in the Beginning and Emerging phases may not be confident in expressing their ideas.	If they are happy to participate, use students as a resource to deepen this discussion. Elicit information from Beginning and Emerging phase students in a smaller group context, and recast their speech as they express themselves so that support can be given from other students and/or the teacher if they choose to contribute to class discussions.
Responding to literature Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635)	These are areas where EAL/D students can be actively drawn into conversations, demonstrating varying values and viewpoints and discussing country, identity and culture.	If they are happy to participate, use students as a resource to deepen this discussion.
Examining literature Investigate and experiment with the use and effect of extended metaphor, metonymy, allegory, icons, myths and symbolism in texts, for example poetry, short films, graphic novels, and plays on similar themes (ACELT1637)	The nuances found within any language are only observable once a learner has gained sufficient linguistic and cultural resources to identify them. Experimenting with them may prove challenging depending on the student's level of English language.	Use word clines to exemplify the power and strength of words. Explicitly unpack and discuss metaphors and allegory. Provide the cultural and historical knowledge required to identify and interpret symbolism. Encourage students to make connections and identify differences with their home language/culture.
Examining literature Analyse text structures and language features of literary texts and make relevant comparisons with other texts (ACELT1772)	As text structures and language features vary from language to language, an EAL/D student may not possess the knowledge required for this task.	Discern what prior knowledge students require and identify the level of scaffolding and support they will need to engage with this task.
Creating literature Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)	This will be a challenging task for students in the Beginning, Emerging and Developing phases of English language learning.	Allow students to use exemplar texts as models from which they can draw structure or ideas and then re– create their own texts.

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Year 9

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Creating literature Experiment with the ways that language features, image and sound can be adapted in literary texts, for example the effects of stereotypical characters and settings, the playfulness of humour and comedy, pun and hyperlink (ACELT1638)	Stereotypes, humour, comedy and pun are culturally created and therefore not readily understood by those from outside the culture in question. Students in all phases of language learning may experience difficulty in independently identifying and reproducing these.	Explicitly explain stereotypes and why things generate humour within the texts. Support students in their attempts to reproduce this. Expose students to a variety of texts at an appropriate level, so that they can build their experience of these features.
Texts in context Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)	EAL/D students can provide concrete examples of this from their own experiences.	Allow students to share their experiences (if they wish to do so) and use this as a way of validating their differing perspectives.
Literacy		
Interacting with others Listen to spoken texts constructed for different purposes, for example to entertain and to persuade, and analyse how language features of these texts position listeners to respond in particular ways (ACELY1740)	Listening comprehension activities are an important part of language acquisition and should be encouraged as part of a balanced language program.	For students who are in the Beginning and Emerging phases, provide written texts so that they can follow the script for support. Listening to the text more than once will help support students.
Interacting with others Use interaction skills to present and discuss an idea, and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch and pace, and using elements such as music and sound effects (ACELY1811)	Interaction skills are culturally specific. Eye contact, social distance, expected voice qualities and methods of presenting are all taught differently in different countries.	Explicit modelling of the requirements is necessary. Provide support in the form of extra rehearsal. Filming a practice run and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of what they are being marked on.
Interacting with others Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for aesthetic and playful purposes (ACELY1741)	These may be particularly daunting for an EAL/D student. The student may be conscious of their accent, and other students may find this a source of amusement, thus exacerbating the self–consciousness of the student.	Teachers may allow students to present in smaller groups or take time out to practice their delivery. They should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (**syll**able). An EAL/D student may just as easily say 'syll**a**ble' or 'sylla**ble**', thus making the word more difficult to comprehend for native speakers.
Interpreting, analysing, evaluating Interpret, analyse and evaluate how different perspectives of an issue, event, situation, individuals or groups are constructed to serve specific purposes texts (ACELY1742)	EAL/D students may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	For students in the Beginning and Emerging phases, provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview, or creation of a multimedia response.
Interpreting, analysing, evaluating Apply an expanding vocabulary to read increasingly complex texts with fluency and comprehension (ACELY1743)	EAL/D students in the Beginning and Emerging phases will still be developing a bank of everyday vocabulary for school purposes. The 'everyday' and 'familiar' are socially and culturally defined, and so assumptions should not be made about what is likely to be known vocabulary. Students in the Developing phase will be expanding this but will still experience confusion with the nuances between words.	Provide students with realistic targets of new vocabulary that they can work towards (for example five words a day).
Interpreting, analysing, evaluating Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)	Facility with comprehension strategies should not be assumed.	Identify the student's level of reading comprehension and provide support as appropriate, teaching the necessary comprehension strategies explicitly. Introduce new comprehension strategies, such as inferring, using explicit teaching around familiar

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
		texts.
Interpreting, analysing, evaluating Explore and explain the combinations of language and visual choices that authors make to present information, opinions and perspectives in different texts (ACELY1745)	EAL/D students in the Beginning and Emerging phases may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods for teaching, such as graphic organisers, a teacher interview, or creation of a multimedia response.
Creating texts Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746)	Many EAL/D students, particularly those in the Beginning and Emerging phases, will not have the written language proficiency required to achieve in this task.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of texts. Provide guided writing outlines to support with text structure, vocabulary lists of common and necessary information (which students have time to study and research prior to the task), and support in using the technology needed to produce these texts.
Creating texts Review and edit students' own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure, vocabulary and audio/visual features (ACELY1747)	In order to edit their own work, students need to have the linguistic resources to identify mistakes and determine which are more desirable choices of vocabulary and text structure. The work they produce is indicative of their abilities and reflective of what they have yet to learn.	Peer editing or editing with the teacher can be an informative activity for EAL/D students. Photocopy or print out their work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order.

Annotated Content Descriptions: English
Year 10

CONTENT DESCRIPTIONS	LANGUAGE/CULTURAL CONSIDERATIONS	TEACHING STRATEGIES
Language		
Language variation and change Understand that English in its spoken and written forms has a history of evolution and change, and continues to evolve (ACELA1563)	Elements of English may have been influenced by the EAL/D student's home language.	Where possible, highlight the examples that show how the EAL/D student's language has influenced English rather than choosing ones that are not relevant to the cultural background of the cohort.
Language for interaction Understand how language use can have inclusive and exclusive social effects, and can empower or disempower people (ACELA1564)	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text or to use language to this effect.	Provide alternative methods of teaching this understanding, such as role play or collaborative learning activities.
Language for interaction Understand that people's evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565)	EAL/D students can provide concrete examples of this from their own experiences.	Allow students to share their experiences (if they wish to do so) and use this as a way of validating their differing evaluations.
Text structure and organisation Compare the purposes, text structures and language features of traditional and contemporary texts in different media (ACELA1566)	The language of comparison in English includes the use of the comparative adjective forms. These include: adding '– er' to one– or two– syllable adjectives (for example *This book is funni**er***), using 'more' for adjectives with three or more syllables (for example This book is **more** beautiful), and the irregular comparative adjectives such as *better*, not *gooder*. For most native English speakers, this is intuitive knowledge that comes from a sense of what sounds right.	Encourage EAL/D students to build lists of comparative forms, with the words in context, in personal word books. Misused comparatives in EAL/D writing and speech should be explained, not simply corrected.
Expressing and developing ideas Evaluate the impact on audiences of different choices in the representation of still and moving	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their	Provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview, or creation of a

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images (ACELA1572)	understanding if they are required to respond in extended written or spoken text.	multimedia response.
Expressing and developing ideas Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences (ACELA1571)	This is an opportunity for useful work around vocabulary choices for EAL/D students. Most EAL/D students should not be required to perform this task unassisted.	Employ explicit strategies when modelling this and enable students to take notes (and annotate these in their first language if needed). Work on developing their vocabularies and set realistic targets for them. Use word clines to exemplify shades of meaning.
Expressing and developing ideas Understand how to use knowledge of the spelling system to spell accurately, for example those based on uncommon Greek and Latin roots (ACELA1573)	In many other languages the spelling of words is phonetic, and so inconsistencies and variations in English may cause frustration for EAL/D students.	Analyse a student's level and work out what stages of spelling development they need support in.
Literature		
Literature and context Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview, or creation of a multimedia response. Identify vocabulary that may be challenging and explicitly teach vocabulary within texts. Identify cultural references within texts and fill this information gap prior to reading. Use texts that reflect the cultural diversity of the classroom.
Responding to literature Evaluate the social, moral and ethical positions represented in texts (ACELT1812)	EAL/D students may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of demonstrating this, such as graphic organisers, a teacher interview, or creation of a multimedia response.
Responding to literature Analyse and explain how text structures, language features and visual features of texts and the context in which texts are	EAL/D students may have different responses to visual features in texts because visuals are not culturally neutral.	Allow students to explore text features and use this as the basis for whole– class discussions on the varying possibilities of text interpretation.

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experienced may influence audience response (ACELT1641)		
Examining literature Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices, including analogy and satire, shape different interpretations and responses to a text (ACELT1642)	If a student is required to perform a task that is both cognitively and linguistically demanding simultaneously (such as producing extended spoken or written text with no support), this may reduce their ability to demonstrate their knowledge and their ability to express this clearly.	Provide alternative methods of demonstrating this, such as graphic organisers, a teacher interview, or creation of a multimedia response. Alternatively, model exemplar essay texts and allow students to use their information (in graphic organisers) to support them when attempting to write an extended response. Modelling and joint construction are effective strategies for EAL/D students, as they provide appropriate support in cognitively challenging tasks.
Examining literature Analyse and evaluate text structures and language features of literary texts, and make relevant thematic and intertextual connections with other texts (ACELT1774)	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text. They may not have the cultural knowledge needed to identify intertextual references.	Expose students to the other texts referred to and assist them to see the connection. A gradual release of responsibility (modelling of exemplar text, deconstruction of this, joint reconstruction and then independent construction) will assist students to understand the structure, patterns and language features of the desired text.
Creating literature Create literary texts that reflect an emerging sense of personal style, and evaluate the effectiveness of these texts (ACELT1814)	EAL/D students, particularly those in the Beginning and Emerging phases, may be hesitant to create a text in a language that is still largely unfamiliar to them.	Allow students to use exemplar texts as models from which they can draw structure or ideas and then re– create their own texts. A gradual release of responsibility (modelling of exemplar text, deconstruction of this, joint reconstruction and then independent construction) will assist students to understand the structure, patterns and language features of the desired text.

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Creating literature Create personal literary texts with a sustained voice, selecting and adapting appropriate text structures, literary devices, language structures, and auditory and visual features, for a specific purpose and intended audience (ACELT1815)	EAL/D students, particularly those in the Beginning and Emerging phases, may be hesitant to create a text in a language that is still largely unfamiliar to them.	Allow students to use exemplar texts as models from which they can draw structure or ideas and then re– create their own texts.
Creating literature Create imaginative texts that make relevant thematic and intertextual connections with other texts (ACELT1644)	EAL/D students, particularly those in the Beginning and Emerging phases, may be hesitant to create a text in a language that is still largely unfamiliar to them.	Allow students to use exemplar texts as models from which they can draw structure or ideas and then re– create their own texts.
Texts in context Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview, or creation of a multimedia response. Identify vocabulary that may be challenging and explicitly teach vocabulary within texts. Identify cultural references within texts and fill this information gap prior to reading. Choose texts that reflect the cultures of the classroom.
Interacting with others Identify and explore the purposes and effects of different text structures and language features of spoken texts, and use this knowledge to create purposeful texts that inform, persuade and engage (ACELY1750)	If a student is required to perform a task that is both cognitively and linguistically demanding simultaneously (such as producing extended spoken or written text with no support), this may reduce their ability to demonstrate their knowledge and their ability to use the text structures and language features that they are starting to control.	Model and deconstruct exemplar texts and allow students to use these and their planning when attempting to write an extended oral response. Encourage students to use visual supports and prompts when delivering these texts orally. For students in the Beginning and Emerging phases, set shorter tasks that require less formal language (for example a speech to peers rather than a more formal speech to parents).

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Literacy		
Interacting with others Use organisation patterns, voice and language conventions to present a point of view on a subject, speaking clearly, coherently and with effect, using logic, imagery and rhetorical devices to engage audiences (ACELY1813)	Interaction skills are culturally specific. Eye contact, social distance, expected voice qualities and methods of presenting are all taught differently in different countries.	Explicit modelling of the requirements is necessary. Provide support in the form of extra rehearsal. Filming the rehearsal and analysing it with the student can be beneficial. Provide an explicit and analytical marking key so that students are aware of what they are being marked on.
Interacting with others Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements to influence a course of action (ACELY1751)	These may be particularly daunting for an EAL/D student. The student may be conscious of their accent, and other students may find this a source of amusement, thus exacerbating the self– consciousness of the student. This is an area that requires great sensitivity in many cases.	Teachers may give students a chance to present in smaller groups or take time out to practise their delivery. They should be encouraged to provide visual supports for key words and concepts so that all students can follow the gist of their information. Other areas to support are a student's intonation (rise and fall of speech) and stress of particular words so that they are more easily recognisable to the audience. For example, the word 'syllable' is stressed on the first syllable (**syll**able). An EAL/D student may just as easily say 'syll**a**ble' or 'sylla**ble**', thus making the word more difficult to comprehend for native speakers.
Interpreting, analysing, evaluating Identify and analyse implicit or explicit values, beliefs and assumptions in texts and how these are influenced by purposes and likely audiences (ACELY1752)	EAL/D students, particularly those in the Beginning and Emerging phases, may not be able to show the depth of their understanding if they are required to respond in extended written or spoken text.	Provide alternative methods of eliciting this information, such as graphic organisers, a teacher interview, or creation of a multimedia response. Identify vocabulary that may be challenging and explicitly teach vocabulary within texts. Identify cultural references within texts and fill this information gap prior to reading.

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Interpreting, analysing, evaluating Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)	Comprehension strategies of EAL/D students should not be assumed.	Identify the student's level of reading comprehension and provide support as appropriate, teaching the necessary comprehension strategies explicitly. Explicitly teach new comprehension strategies, such as finding main idea and summarising, using familiar texts.
Creating texts Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative or persuasive purposes that reflect upon challenging and complex issues (ACELY1756)	Many EAL/D students, particularly those in the Beginning and Emerging phases, will not have the written language proficiency required to create texts. Visuals are also culturally loaded, and require explanation and exploration in the construction of digital and multimodal texts.	Provide text structure frameworks within which to write specific types of texts. Use model texts to demonstrate and explain the steps in a type of text. Engage students in teacher– led joint construction of new types of texts. Allow students to use exemplar texts as models from which they can draw structure or ideas and then re– create their own texts.
Creating texts Review, edit and refine students' own and others' texts for control of content, organisation, sentence structure, vocabulary and/or visual features, to achieve particular purposes and effects (ACELY1757)	In order to edit their own work, students need to have the linguistic resources to identify mistakes and determine which are more desirable choices of vocabulary and text structure. The work they produce is indicative of their abilities and reflective of what they have yet to learn.	Peer editing or editing with the teacher can be an informative activity for EAL/D students. Photocopy or print out their work, cut up the sentences and investigate together what effects can be created by manipulating the sentence or word order. Conference with students to assist them to develop these understandings.