Language and Literacy Levels across the Australian Curriculum: EALD students
Language and Literacy Levels across the Australian Curriculum: EALD Students

• To replace the *ESL Scope and Scales* in use since 2003

• The *Levels* reflect the language and literacy students need to access the Australian Curriculum across all learning areas at their year level. R-10

• Each language level is equivalent to the same ESL Scale.
## Language and Literacy Levels across the Australian Curriculum: EALD Students

<table>
<thead>
<tr>
<th>Year level</th>
<th>10 - 12</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
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<td>Levels</td>
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<td>Primary Years</td>
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<td>Middle Years</td>
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<td>Senior Years</td>
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**acara Literacy capability Literacy Continuum - organising elements**

Teachers in every learning area:

- are responsible for teaching their subject-specific language and literacy

- need a clear understanding of the language and literacy demands of their learning area

- can embed language and literacy in the teaching of content and processes of that learning area.
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informed by Australian Curriculum Literacy Continuum elements of

Composing texts
  – Text knowledge
  – Grammar knowledge
  – Word knowledge
  – Visual knowledge (incorporated in Text Knowledge)
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Composing Learning Area texts

– Oral Interactions and Presentations (only in Levels 1 – 6)
– Using visuals in multi-modal texts
– Written texts – ability to construct text types relevant to learning areas is described at each Level.

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Text knowledge
- Organisational structures of learning area texts

- Text cohesion
  - Text and Paragraph Openers
  - Text Connectives
  - Sentence Openers
  - Reference

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Grammar knowledge

– Sentence Structures
  • Simple, compound and complex

– Punctuation
  • Sentence level, capitals, commas

– Words and Word knowledge
  • Processes (verbs), Tense
  • Circumstances
  • Noun groups and Nominalisations
Grammar knowledge
– Expressing opinion and point of view
  • Evaluative language
  • Modality
  • Expressing opinion - through saying and mental processes
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Word knowledge

– Understanding learning area vocabulary
  • subject specific
  • specialised and technical vocabulary

– Spelling
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• detailed elaboration and examples under the elements for each year level

• an overall briefer document, easier layout to access.

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- **Introduction**: provides a description and the process for using the Levels for the August census

- **Glossary**: there is a glossary of terms to ensure all terminology is understood.
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To be used for assessing student work to:
- determine student language learning need and identify a support category for allocation of EALD funding
- monitor EALD student progress
- inform language and literacy teaching and learning programs.

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The broader intention is for:

• informing whole school processes to improve student writing and oral language
• programming and planning
• monitoring language learning progression of any students

*Relevant changes to EDSAS

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• Trialled in Term 3, 2012 – feedback from 40 schools indicated that Language and Literacy Levels align with the ESL Scales

• Support materials (e.g. Moderated Evidence, progress recording and tracking sheets etc) are being developed
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• Professional learning is being developed by EALD Regional Consultants and will be implemented in Term 1, 2013 for regional leadership and school personnel.

• Language and Literacy Levels to be posted as a “Consultative Draft” on the Literacy Secretariat website, Week 8, Term 4.
acara – *English as an Additional Language or Dialect Teacher Resource*

A companion document for the *Language and Literacy Levels* for the initial identification of EALD students. For listening, speaking, reading/viewing and writing:

- 4 broad categories of EALD progression of Beginning, Emerging, Developing, Consolidating
- additional relevant and useful support for teaching EALD students.
English as an Additional Language or Dialect Teacher Resource

Overview and EAL/D Learning Progression


August 2012

www.acara.edu.au
<table>
<thead>
<tr>
<th>Grammar Knowledge</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Level 6</th>
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<tbody>
<tr>
<td><strong>Sentence Structures</strong></td>
<td>Speaks/writes (copies) 1 or 2 word groups/phrases: me, book</td>
<td>Begins to string words together to approximate a simple sentence in spoken texts: I go Kim house</td>
<td>Begins to compose simple sentences with varying accuracy and relying on repetitive structures: The wolf looks like dog; The wolf live in Albania; The wolf eat mouse</td>
<td>Composes mostly complete simple sentences that may include a circumstance: On Saturday I went shopping. After I played with my brother. We played chasey.</td>
<td>Composes mostly accurate simple sentences, with a short noun group as participant: It has a round body; He has a red cape; and/or a circumstance at the end of the sentence: I am at the beach.</td>
<td>Composes simple sentences with short noun groups and one or two circumstances: Keep going south, to the trees: They live in forests and grasslands in Australia; In the enclosure they have pellets.</td>
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<td>Compound</td>
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<td>Coordinating (linking) conjunctions</td>
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<td>Complex</td>
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<td>Subordinating (binding) conjunctions</td>
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<td>By the end of Year 2 students: use simple and compound sentences to record observations, and make connections between ideas</td>
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<td>Composes compound sentences formed by a range of coordinating (linking) conjunctions with varying accuracy: and, and then, but, or, so: Europeans came along and they ...; A square is like a diamond but it ...; We put potting mix in a cup and then we ...; Some have more air or they ...; I wanted to go in so I tried to open the door.</td>
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<td>Composes compound sentences formed by a small range of coordinating (linking) conjunctions with varying accuracy: and, and then, but, or, so: Europeans came along and they ...; A square is like a diamond but it ...; We put potting mix in a cup and then we ...; Some have more air or they ...; I wanted to go in so I tried to open the door.</td>
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<td>May begin to use the simplest non-finite clauses, using 'to + verb' (meaning 'in order to + verb'): the dove flew down to find a grub; I went to the shops to buy some lollies.</td>
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<td>Composes complex sentences with varying accuracy using: 2 or 3 different common subordinating (binding) conjunctions: because, when, after, if, so (meaning so that): Today, when we got to school, our chicks ...; A tissue box is a rectangle because it ...; If we do not have fresh water we ...; Lots of people go to school so they can learn. simple non-finite clauses ('to + verb' meaning 'in order to + verb'): she followed the thief to get the bag; the fairy cast a spell to make him happy</td>
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<td>Text Knowledge</td>
<td>Level 7 Year 3</td>
<td>Level 8 Year 4</td>
<td>Level 9 Year 5</td>
<td>Level 10 Year 6</td>
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<td><strong>Text cohesion</strong></td>
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<td><strong>Reference</strong> (pronouns, determiners and substitution)</td>
<td>Uses simple language resources to make a text cohesive: mostly accurate use of small range of reference items with immediate reference to the previous sentence: The first car arrives in Townsville. It is owned by Mr Page. With eruptions all over the world people would die. They would die by being burnt. I tried opening the door and I did. She told me to keep her. So I did.</td>
<td>Uses a range of simple language resources to make a text cohesive: mostly accurate use of range of reference items to refer to people and places: I went to Kalbari with two families, including my own. We went there by car. Mostly accurate use to refer back to things in more written texts. His ration was 3kg beef, 3kg flour, 1.3 kg maize meal and 0.9 kg of sugar per week. This was …</td>
<td>Uses a wider range of language resources to make a text cohesive: uses reference items appropriately in longer, increasingly complex factual genres such as explanations: The woodchips are mixed with water to make a pulp. This pulp is …; In the middle of 1852 gold mining licences were introduced. These licences … uses substitution appropriately to avoid repetition: The smaller one is half the size of the big one</td>
<td>Uses appropriately a range of language resources, typical of longer texts, to make a text cohesive: uses reference items that refer to large segments of text: Canteens also have a traffic lights method: green light foods are …, orange light foods are … and red light foods are … This method is a very good indicator</td>
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Explicit scaffolding is required for students to learn the Standard Australian English language and literacy needed to comprehend and compose oral, written and multimodal texts across subject learning areas.

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Assessment using the Levels:

• enables teachers to determine a student’s current literacy level

• highlights the language features needed to communicate with different audiences in varying situations for specific purposes (e.g., explaining, entertaining, informing, and persuading)
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• helps teachers to close the gap for students who are behind the expected ‘grade level

• provides teachers with a meta-language to report and share information about a student’s English language ability

• unlocks the language of power needed to successfully complete Learning Area curricula and schooling pathways.
Children and young people are at the centre of everything we do

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Government of South Australia

Department for Education and Child Development