

Information Sheet


Making C2 Work in the ESL Classroom!

GOAL	AGENDA
<p>To clarify Competency Two (<i>To reinvest understanding of texts</i>) in the Cycle Three ESL program</p>	<ol style="list-style-type: none"> 1. True or false quiz 2. Characteristics of a solid reinvestment task 3. Case studies 4. Competency Two pillars in action 5. Test Your C2 IQ

True or False Quiz
<ol style="list-style-type: none"> 1. T or F Texts are at the heart of C2. 2. T or F A text is any spoken, written or visual communication involving the English language. 3. T or F There are three text types in the ESL programs: <ol style="list-style-type: none"> a. POPULAR b. LITERARY c. INFORMATION-BASED 4. T or F Throughout the year, students should explore only familiar topics during C2 tasks. 5. T or F During a C2 task, students should spend most of their time constructing meaning of texts. 6. T or F Students should construct meaning of texts both individually <u>and</u> with others. 7. T or F The second pillar, <i>Demonstrate understanding of texts</i>, is enough to fully develop Competency Two. 8. T or F During a reinvestment task, students may receive a group grade for their final product.

POPULAR	LITERARY	INFO-BASED
<ul style="list-style-type: none"> -bumper stickers -comic strips -emails -postcards -posters -riddles -songs -surveys -TV shows -zines 	<ul style="list-style-type: none"> -adventure stories -biographies -fairy tales -legends -novels -poems -scripts for Reader's Theatre -short stories 	<ul style="list-style-type: none"> -clothing labels -“how to” books -infographics -maps -recipes -schedules -science magazines -tutorials -weather reports

The Three Pillars in Action
<p>Label each activity with construct meaning (CM), demonstrate understanding (DU) or reinvest understanding (RU):</p> <ol style="list-style-type: none"> 1. ____ Explore background information on an author. 2. ____ Interview a historical figure after reading his/her biography. 3. ____ React appropriately to a humorous passage. 4. ____ Look at text components to make predictions. 5. ____ Express appreciation of a story. 6. ____ Make a list of new vocabulary words and expressions. 7. ____ Give advice to a character in a story. 8. ____ Compare a character to yourself. 9. ____ Create a comic strip about the day before in a character's life.

The Competency Two Pillars	
	
Characteristics of a Solid Reinvestment Task	
Meaningful/ Authentic	<ul style="list-style-type: none">• Appropriate to students’ level of language development and cognitive maturity• Related to students’ age, interests and needs• Connected to a real-life situation• Challenging
Clear Purpose	<ul style="list-style-type: none">• Inform• Convince• Express• Entertain
Intended Audience	<ul style="list-style-type: none">• Peers• Teachers• Parents• General public
Clear Task Requirements	<ul style="list-style-type: none">• Short, simply stated instructions• Available resources• Models of the final product
Evaluation Criterion	<ul style="list-style-type: none">• Must target “Use of knowledge from texts in a reinvestment task”
When reinvesting, students:	<ul style="list-style-type: none">• . . . select relevant knowledge (i.e. information/ideas, language) from the texts provided.• . . . organize this knowledge in a coherent manner.• . . . personalize it by combining knowledge from texts with own ideas in light of purpose and audience.
Texts	<ul style="list-style-type: none">• A reinvestment task can only be carried out using the texts provided.
Final Product	<ul style="list-style-type: none">• Each student delivers a personalized final product individually.



The Three C2 Pillars

Deconstructing Case Studies



Instructions:

1. What is the meaningful/authentic task? Put a star next to the appropriate sentence.
2. Zigzag the targeted purpose and audience for this task.
3. When do students **construct meaning** of texts? Highlight your answer and label it as CM.
4. When do students **demonstrate understanding** of texts? Underline your answer and label it as DU.
5. When students **reinvest understanding** of texts, they select (SK), organize (OK) & personalize (PK) knowledge from texts. Circle your answer and label each part as SK, OK, PK.

Case Study 1

1. In the LES entitled “My Bedroom is Green,” students are informed that an interior design magazine is holding an eco-friendly design contest for teens. The ten most creative submissions will win a complete bedroom makeover. Students are asked to write a letter to convince the magazine editors that their design is both attractive and environmentally friendly. They also submit a drawing or collage of their dream room to the magazine.

2. First, students discuss the theme with the entire class (e.g. *house-related vocabulary, going green tips*). Then, students explore texts and videos about interior design and eco-friendly tips. After, pairs of students share their reactions to the texts and fill in a semantic map with elements from the texts (e.g. *eco-friendly ideas, furniture, materials, size, colour, use*). Next, they individually answer questions about the texts.

3. After, students scan the texts to highlight key information for their letter. They plan the different parts of their letter with a graphic organizer. Students use information and language from the texts provided as well as their own ideas to describe their vision of a dream room. They also refer to sample letters presented by the teacher as models. Each student delivers a personalized final product individually to be shared in small teams.



Case Study 2

1. In the LES entitled “Strange Superstitions,” students are presented with five texts on different superstitions from around the world. They are asked to individually create a Top-3 list of the most interesting superstitions and inform peers of their choices on the ESL class blog.

2. First, students name popular superstitions, share personal anecdotes and discuss why people believe in superstitions. Then, they examine the contextual cues (e.g. *titles, visuals, captions*) from the texts in order to make predictions. They read and view the texts individually, before validating their predictions and discussing their understanding in teams. After, they each complete a chart with key information from the five texts (e.g. *origin, description, consequence*).

3. Next, students choose three superstitions as well as relevant knowledge (i.e. information/ideas, language) from three of the texts provided. They use this knowledge to plan an outline of their final product. In their outline, they combine knowledge from the texts with their own ideas to explain why the three superstitions are interesting choices.

4. Each student’s individual Top-3 list is published on the ESL class blog. Students can express appreciation of their peers’ texts and provide them with feedback online. Students reflect on their final product and on their use of English throughout the LES.

