

**How to Checkout at a Grocery Store: A Lesson Unit Focused on Reading and Writing
Instruction**

Jasnoor Grewal

LING 613B FA22: Integrating the Four Skills

Kay MacAllister

December 22nd, 2022

Table of Contents

Abstract	3
A. Introduction	4
B. Lesson Plans and Techniques	7
Overview of Reading-Writing Unit.....	7
Reading-Writing Detailed Lesson Plans for Lessons 1 through 4 (plus End-of-Unit Writing Task).....	10
Lesson 1	10
Lesson 2	17
Lesson 3	20
Lesson 4	27
End-of-Unit Writing Task	34
References for Section B: Lesson Plans and Techniques	39
C. Principles for Teaching Reading and Writing.....	40
References	45

Abstract

Drafted ahead is a 4-lesson unit plan with an end-of-unit writing task for instruction in a literacy LINC (Language Instruction for Newcomers to Canada) program. Intended application of this report is in instructional practices of all educators who may find the lesson plans fitting in their contexts. The text used is deliverable to all learners including English language learners learning English as an additional language. In this instance, the target student population is a group of adult immigrant students in a LINC program in Edmonton, Alberta. The students' English language proficiency is developing at CLB level 2L (beginning CLB 3L). Following Introduction (A.), detailed lesson plans and techniques with materials and references have been laid out in the Lesson Plans and Techniques section (B.). Each lesson accounts for a genre explored: Lesson 1 analyzes rhetorical and organizational features of the text, lesson 2 plans to invite learners to identify ethnic food items, lesson 3 would help inform learners of the use of apostrophes for contractions, lesson 4 is created to do grammatical probing into how nouns get modified with adjectives, and finally, the end-of-unit writing task would draw on applying the skills learned thus far targeting mainly the writing skill through a guided dialogue creation activity. The author discusses six principles of teaching reading and writing that continue to inform her instruction in the TESOL field, in the Principles of Teaching Reading and Writing section (C.). The ARR concludes with a list of credible sources listed in the References section.

A. Introduction

The setting in which the lesson unit would be delivered as English Language Instruction for Newcomers to Canada (LINC) is a class of adult students in the Literacy LINC program at ECSD LINC Clareview Recreation Centre facility in Edmonton, Alberta. These learners are learning at the English proficiency level of the Canadian Language Benchmark (CLB) 2L and beginning to challenge CLB 3L competencies (L denotes literacy; only skills of Reading and Writing are differentiated as literacy or L; skills and objectives of Listening and Speaking carry no literacy distinction and are the same for literacy as well as mainstream CLB learners) (Centre for Canadian Language Benchmark, 2015).

The learners are between the ages of 21 and 70 years old. They are mainly refugees, and the time for which they have been living in Canada ranges between 10 years and 2 months. They have had very basic formal school education, if any, in their native countries, and none of them has ever attended a post-secondary school. First languages represented by this group are Tigrinya, Somali, Arabic, French, Chinese, Swahili, and Soninke. Their reading skills are on the higher end of the CLB 2L competency range, and their writing skills lie in the middle of the CLB 2L competency range.

The text is instructional in nature and informs and guides users on the process of checking out items through the till when grocery shopping. The intended audience are the people for whom grocery shopping at supermarkets in North America is new or unrehearsed, or educators who can use it in settings like the one in point.

The main reason for choosing the text is to keep English language instruction focused on immediate topics of need for the target group, and grocery shopping, more particularly- checking out, is a skill that is highly likely to be practised outside in the real world by these individuals. In addition, the text is instructional in nature, has simple sentence construction majorly built on imperatives, lacks diplomatic language, and carries comprehensible and high frequency vocabulary– all of which seems to be level and learner appropriate.

There are several features that can be taught from this text, focusing mostly on developing reading and writing, but also leveraging listening and speaking.

The rhetorical and organizational genre could be explored with the students by reading the text, acting out the imperative subheadings in the text, and organizing those in a step-by-step fashion, i.e., in the order in which those tasks would usually be 'done' when checking out at a grocery store in real life. For example, the first two subheadings read "Locate the checkout counter." and "Place your items on the belt." Students would order "Locate the checkout counter." before "Place your items on the belt." to show an understanding that they shall find where the counter is before they start placing items on a belt. This choice could work well with the population as it would target the rhetorical structure of the text, the task-based competencies, and the indicators of ability for CLB 2L including following instructions, decoding, pronunciation, seriation, interaction, and reproducing information (Centre for Canadian Language Benchmark, 2015).

Cultural exploration in the text can be done by supporting students to identify some of their ethnic food items from grocery store flyers and grab the ones needed to add to cart in a real situation. They can start by marking items of interest by circling them on paper flyers, for instance. They could then choose a certain number of items, or within a predetermined budget, to add to cart. This exploration could prove beneficial for students as it is a reading skills development activity and would also target numeracy which is an added focus of literacy instruction to ESL LINC students. The activity could be done in the real world by taking students on a field trip to a nearby supermarket. For a writing task, and preceding the reading skill plan above, students can perform a preview where they learn to spell the items by writing them as name labels for the cultural/ethnic food items chosen, or even copy or reproduce the information from a word bank into a cloze or labelling activity.

Lexical exploration in the text can be done by choosing to teach contractions (apostrophes) to students. We would discuss the non-contracted form of some contracted words

from the text, and vice versa. Students can match one form to the other in a match exercise and learn of its use in sentences, for instance. This could work great in informing them of the use of apostrophes when contracting words as one of its functions. Limiting the word load to text only would also help with new information manageability for the students. Some example words from the text are you're=you are, you've=you have, don't= do not, doesn't=does not, now's=now is, etc. Also, at students' current proficiency level is when they start getting exposed to and using more contracted forms in all skills of the English language, therefore this exploration could be highly relevant.

Grammatical exploration using the text can be done looking at how the nouns in it get modified with the presence of adjectives. Here are a few examples and, in these adjective-noun combinations, adjectives have been italicized: *checkout* counters, *grocery* store, *conveyor* belts, *express* lanes, *regular* checkout, *rubber* divider, *large* items, *hand* baskets, *open* section, and *grocery store conveyor* belts. This idea could be helpful in developing the language for the target student population as they will learn to find and comprehend information about something or someone in a text. We would circle all the nouns in the text, then underline the adjectives (one or more) that modify each. For instance, in the sentence: "When space frees up on the conveyor belt, grab a rubber divider from the side of the checkout...", 'conveyor' is an adjective modifying the noun 'belt,' and 'rubber' is an adjective modifying the noun 'divider.' This activity would first be done as a class, and once students have identified both nouns and adjectives in a group discussion with support, they would repeat the same task in teams or partners. With their peers, they would identify nouns and adjectives and discuss their comprehension of the sentence or an excerpt from the text. Hence, the exploration could help learners to learn grammar in context, follow verbal and written instructions, practise speaking in English, participate during group discussions, and collaborate through peer interaction.

B. Lesson Plans and Techniques

Overview of Reading-Writing Unit

Key Focus/Title: *How to Check Out at a Supermarket*

Author: *Jasnoor Grewal*

Time: 4 – 1-to-2-hour lessons (plus one end-of-unit writing task)

Proficiency Level: CLB 2 L (Literacy), beginning CLB 3L

Target Population: *Adult immigrants in a LINC program*

Reading Text(s) Used: WikiHow Staff (2021, May 6). *How to Go Grocery Shopping*.

<https://www.wikihow.com/Go-Grocery-Shopping>

(Workable text: [Jasnoor Grewal- LING 613 FA22- ARR- How to Go Grocery Shopping - workable text](#))

Unit End Writing Task: Dialogue Creation: Completing a guided conversation in writing

Meta-nique References used in this Lesson Unit:

1. Previewing the text structure (Bogaerds-Hazenberg et al, 2020, p. 437).
2. Use of dictionaries (Kuang, 2015, p. 3)
3. Sentence frames (Chanock, 2004, p. 20)
4. Questioning (Hedgcock & Ferris, 2018, p. 156)
5. Checklists (Nation, 2008, p. 120)
6. Reader's theatre (Young et al., 2019, p. 616)

THE UNIT CHART

End of Unit Writing Task is Dialogue Creation: Completing a guided conversation in writing

Key Abbreviations:

-SWBAT: Students will be able to...

-LOs: Learning Objectives

Lesson	Title of Lesson: Focus of Lesson	3+ Learning Objectives	Meta-niques Used (With references)	Assessment of LOs
Lesson 1	Priming in the order: Exploration of the rhetorical	SWBAT... 1. ...listen to and participate in (by responding and asking questions), an introductory verbal conversation about grocery shopping in Canada. 2. ...pay attention to, and get familiar with, the unit agenda as the teacher walks them through the very simplified list of the four lessons, leading to the end-of-unit writing task. 3. ...read aloud a chunk of the text 4. ...comprehend information in the text and the instructions for lesson activities	1. Previewing the text structure metanique: Text Structure Strategy Lesson Plan (Wijekumar & Beerwinkie, 2018) and activation of prior knowledge (Bogaerds-Hazenberg et al, 2020, p. 437).	The teacher... 1. ...observes to gauge level and kind of scaffolding needed 2. ...administers end-of-lesson <u>reading</u> assessment: -Students receive an assessment task with context and task instructions. They read an excerpt that summarized the order of activities at a checkout counter. Then, identifying the right subheadings from the box, they copy them on a list with 6 blank fields to indicate the six steps of checking out at a grocery store in order.
Lesson 2	Rooting the known in: Exploration the cultural/ideological	SWBAT... 1. ...identify ethnic food items or items used in their own kitchen by circling them. 2. ...copy the items circled in a list. 3. ...figure out how many items they can afford to buy in the \$50 budget.	Use of dictionaries (Kuang, 2015, p. 3)	Throughout the lesson: The teacher observes and gauges the level and kind of scaffolding needed. At the end: The teacher sees how each team performs and provides feedback.
Lesson 3	Adapting the apostrophe: Exploration of the lexical	SWBAT... 1. ...pronounce each contracted and non-contracted form. 2. ...match contracted form to non-	Sentence frames (Chanock, 2004, p. 20)	Throughout the lesson: The teacher observes and gauges the level and kind of scaffolding needed, informs of correct pronunciation by demonstrating,

		contracted form and vice versa. 3. ...use the words studied in simple sentences.		<p>prompts them to repeat the same back to her. She listens to each student share one sentence using contracted form and another using the non-contracted form. She corrects any errors and restates the correct pronunciation.</p> <p>At the end: The teacher gives a written practice test to see if students can match contracted form to non-contracted form and vice versa.</p>
Lesson 4	Knowing more: Exploration of the grammatical	<p>SWBAT...</p> <ol style="list-style-type: none"> 1. ...identify nouns in target sentences and circle them. 2. ...identify adjectives in those sentences and underline them. 3. ...read an excerpt from the text and answer simple comprehension questions about the description of certain nouns. 	Questioning (Hedgcock & Ferris, 2018, p. 156)	<p>Throughout the lesson: The teacher observes and gauges the level and kind of scaffolding needed. She assesses if students are identifying nouns and adjectives correctly. She provides feedback and corrections.</p> <p>At the end of the lesson: The teacher delivers a multiple-choice answer quiz where students select the correct answer to a question.</p>
End-of-Unit Writing Task	Dialogue Creation: Completing a guided conversation in writing	<p>SWBAT...</p> <ol style="list-style-type: none"> 1. ...understand that conversation requires taking turns. 2. ...fill out a guided conversation between a cashier and a customer based on the text explored. 	<p>Checklists (Nation, 2008, p. 120)</p> <p>Reader's theatre (Young et al., 2019, p. 616)</p>	<p>Throughout the lesson: The teacher observes and gauges the level and kind of scaffolding needed.</p> <p>At the end of the lesson: Students complete a guided</p>

		3. ...work with a partner to read and act out the conversation.		conversation with the help of teacher and team partner. Conversation completion would be assessed in teams. Feedback and corrections shall be provided.
--	--	---	--	---

Reading-Writing Detailed Lesson Plans for Lessons 1 through 4 (plus End-of-Unit Writing Task)

Lesson 1

Number & Title of Lesson: Lesson 1: Priming in the order: Exploration of the rhetorical

Time: 2 hours (approximately)

Key Focus or Concept: Rhetorical and organizational features of the text

Learning Objectives, i.e., Students will be able to (SWBAT):

Skill at focus, and that being assessed, is writing, however, other skills are also at work.

Function or Skill LOs.:

SWBAT...

1. ...listen to and participate in (by responding and asking questions), an introductory verbal conversation about grocery shopping in Canada (listening, speaking).
2. ...pay attention to, and get familiar with, the unit agenda as the teacher walks them through the very simplified list of the four lessons, leading to the end-of-unit writing task (reading).
3. ...read aloud a chunk of the text (reading).

Language LO (vocab, grammar):

SWBAT...

4. ...comprehend information in the text and the instructions for lesson activities to organize steps of checking out at a supermarket by writing them on a list (**writing**).

How does the teacher assess these LOs throughout the lesson and at the end?

To assess the above LOs, the teacher...

1. ...observes and gauges the level and kind of scaffolding needed.
2. ...administers end-of-lesson writing assessment:
 -Students receive an assessment task with context and task instructions. They read an excerpt that summarized the order of activities at a checkout counter. Then, identifying the right subheadings from the box, they copy them on a list with 6 blank fields to indicate the six steps of checking out at a grocery store in order.

WHO – What is the interaction type in this section?

- T > C; S > C; R > C is One way – Teacher or student or recording to class
- T >< C is Two-way – dialogic teaching
- S is Individual
- S >< S indicates Pairs
- SSSS indicates Groups

Introduction: Warm-up/Review

Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta- niques are used? WHY? Use references.

<p>T > C S > C S</p>	<p>The teacher...</p> <p>1. ...warms up the conversation by asking questions like:</p> <p>-What is grocery shopping?</p> <p>-What is a supermarket?</p> <p>-Who goes grocery shopping in your home?</p> <p>-Where do you shop for groceries?</p> <p>-Do you read grocery store flyers?</p> <p>2. ...informs the students of the grocery shopping unit, especially the skill of checking out and walks them through the very simplified list of the four lessons, leading to the end-of-unit writing task.</p> <p>The above is a group discussion where the teacher discusses with the whole class and invites students to participate.</p>	<p>The learners...</p> <p>1. ...participate in the conversation by responding and asking questions.</p> <p>2. ...pays attention as the teacher informs the students of the grocery shopping unit and four lessons.</p>	<p>Coloured copies of the text, projector to project the text in class, whiteboard to write the number of lessons</p>	<p>1. Previewing the text structure metanique: Text Structure Strategy Lesson Plan (Wijekumar & Beerwinkie, 2018): Activating background knowledge and introducing vocabulary is beneficial. Cognitive processes triggered influence affect retention and retrieval of information (Kelly, 2019, as cited in Bogaerds-Hazenberg et al, 2020, p. 437).</p>
------------------------------------	--	--	---	---

Guided Learning Steps				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-niques are used? WHY? Use references.
T > C	<u>Teacher reads.</u> Read the entire text to the students at a not-too-slow and not-too-fast pace.	Learners listen to the teacher read and follow along the text using a pointer (pencil or their finger).	-coloured copies of the text -pointer (pencil)	
S > C	<u>Students read.</u> Assign a subheading (and the short description that follows) to each student for them to read out loud	Students read out loud the chunks assigned to them.	-coloured copies of the text -pointer (pencil)	
T > C SSSS	<u>Students act out/charades.</u> Ask students to imagine that they are in a grocery store and performing one of the actions listed as a subheading. With their actions, they try to explain the subheading to other students.	One student acts out a subheading and others guess which one it is from the text. They say their answer by reading the appropriate subheading. This is done as a big group activity.		

	<p>Show a demo.</p> <p>Each student takes turns.</p>			
Closure				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-niques are used? WHY? Use references.
T >< C S >< S	<p>The teacher gives a skill-using task with context, and task instructions.</p> <p>Ask students to first read the entire text in pairs.</p> <p>Ask them to carefully read each subheading and list the same on a list in order.</p> <p>Assign or ask them to choose partners.</p> <p>Discuss the order once they are done.</p>	<p>Students read the text and do the activity in pairs.</p> <p>They carefully read each subheading and copy it on a list with 6 blank fields to indicate the six steps of checking out at a grocery store in order.</p> <p>St's ask questions to the teacher and peers if there is something that they do not understand.</p>	<p>-copies of text</p> <p>-copies of the skill using (also, assessment task)</p>	
S	<p>The teacher gives an assessment task (same as skill using task) with context and task instructions. The task is to read the scrambled subheadings in a box and copy the</p>	<p>Students read the scrambled subheadings in a box and copy the same in order on a list. This is an assessment; therefore it is done individually.</p>	<p>-copies of assessment task (same as the skill using task above)</p>	

	<p>same in order on a list.</p> <p>Provide feedback.</p>	<p>Ask questions if any.</p>		
--	--	------------------------------	--	--

Condensed Materials/ Handouts for Lesson # 1

- a. The text: Jasnoor Grewal- LING 613 FA22- ARR- How to Go Grocery Shopping - workable text
- b. Skill using task and assessment task (same task given twice):

Student name:

Date:

Lesson 1: Priming in the order: Exploration of the rhetorical

Task: Writing

Context: You are learning about various steps involved in checking out at a supermarket. You are reading a text. After you have read the text, you order the six steps in the order you would do those in a real grocery store.

Task instructions: Read the text given by your teacher. Read the subheadings in the box below. Write the subheadings in order.

Leave hand baskets under the conveyor.

Provide any points cards and pay.

Locate the checkout counter.

Place your bags in the cart.

Place your items on the belt.

Provide your reusable bags.

Order:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Lesson 2

Number & Title of Lesson: Lesson 2: Rooting the known in: Exploration the cultural/ideological

Time: 1 hour (approximately)

Key Focus or Concept: Cultural exploration into identifying ethnic food items

Learning Objectives, i.e., Students will be able to (SWBAT):

Function or Skill LOs:

SWBAT...

1. ...identify ethnic food items or items used in their own kitchen on a grocery store flyer by circling them **(Reading)**.
2. ...copy the items circled in a list **(Writing)**.
3. ...figure out how many items they can afford to buy in the \$50 budget (Other (Numeracy)).

How does the teacher assess these LOs throughout the lesson and at the end?

Throughout the lesson: The teacher observes and gauges the level and kind of scaffolding needed.

At the end: The teacher sees how each team performs and provides feedback.

WHO – What is the interaction type in this section?

- T > C; S > C; R > C is One way – Teacher or student or recording to class
- T >< C is Two-way – dialogic teaching
- S is Individual
- S >< S indicates Pairs
- SSSS indicates Groups

Introduction: Warm-up/Review

Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta- niques are used? WHY? Use references.

	<p>Show students how some grocery store flyers look like, on the smartboard. Browse through different flyers from different stores so students can see variety.</p> <p>Prompt to check if they are understanding or need help:</p> <p>-How are you feeling?</p> <p>-Are you understanding?</p> <p>-Do you want me to explain it again?</p> <p>Encourage peer dialogue. Invite use of L1 for further clarifications if need be.</p>	<p>Students follow the teacher's lead as she introduces students to grocery flyers from different stores.</p> <p>Ask the teacher if they have any questions.</p> <p>Ask peers, may use their L1 for clarifications if need be.</p>	-smartboard or projector to show grocery store flyers	<p>Using flyers as visual dictionaries: These would develop word-level language skills and help them make connections between L1 and L2 by informing them of new words or translations (Kuang, 2015, p. 3).</p>
Guided Learning Steps				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-techniques are used? WHY? Use references.

S	<p><u>Reading</u> Show students copies of real flyers from co-op. Give each student a flyer.</p> <p>Ask them to go through the flyer and look at pictures and prices as they go.</p> <p>Done individually.</p>	<p>They go through the flyer and look at pictures and prices as they go.</p> <p>Done individually.</p>	<p>-real grocery store flyers from co-op (see below)</p>	
S >< S	<p><u>Circling in pairs</u> Ask students to work with a partner and circle food from their culture or any other food that they use in their kitchen.</p>	<p>Students work in pairs.</p> <p>They circle food from their culture or any other food that they use in their kitchen.</p>	<p>-real grocery store flyers from co-op (see below) -pencils</p>	
	<p><u>Budgeting in teams</u> Assign them into teams of three or four.</p> <p>Ask them to finalize items that are culturally significant to them and write on a piece of paper the names and prices of items they could buy from the co-op. Remind them that they only have \$50 to spend.</p>	<p>Students finalize items that are culturally significant to them and write on a piece of paper the names and prices of items they could buy from the co-op store.</p> <p>They take care that they only have \$50 to spend.</p> <p>This is done in teams of three or four.</p>	<p>-real grocery store flyers from co-op (see below) -pencils -lined paper</p>	

Closure				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-niques are used? WHY? Use references.
	<p><u>Writing</u></p> <p>After the students have determined the items that they can get in under \$50, ask them to now work individually and make a fair list of items they wish to buy.</p> <p>Ask them to focus on spelling.</p>	<p>After the students have determined the items that they can get in under \$50, they now work individually and make a fair list of items they wish to buy.</p>	<p>-real grocery store flyers from co-op (see below)</p> <p>-pencils</p> <p>-lined paper</p>	

Condensed Materials/ Handouts for Lesson # 2

- a. **Co-op** Grocery Store Flyer (link to printable flyer) (Co-op, 2022)

Lesson 3

Number & Title of Lesson: Lesson 3: Adapting the apostrophe: Exploration of the lexical

Time: 1 hour (approximately)

Key Focus or Concept: A lexical feature in the text: Contractions using apostrophes

Learning Objectives, i.e., Students will be able to (SWBAT):**Function or Skill LOs:****SWBAT...**

1. ...pronounce each contracted and non-contracted form (speaking).
2. ...match contracted form to non-contracted form and vice versa (**Reading**).
3. ...use the words studied in simple sentences (speaking).

How does the teacher assess these LOs throughout the lesson and at the end?

Throughout the lesson: The teacher observes and gauges the level and kind of scaffolding needed, informs of correct pronunciation by demonstrating, prompts them to repeat the same back to her. She listens to each student share one sentence using contracted form and another using the non-contracted form. She corrects any errors and restates the correct pronunciation.

At the end: The teacher delivers a practice test to see if students are able to match contracted form to non-contracted form and vice versa.

WHO – What is the interaction type in this section?

- T > C; S > C; R > C is One way – Teacher or student or recording to class
- T > < C is Two-way – dialogic teaching
- S is Individual
- S > < S indicates Pairs
- SSSS indicates Groups

Introduction: Warm-up/Review

Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta- niques are used? WHY? Use references.

T><C SSSS	<p>Share the apostrophe contractions list with the students.</p> <p>Read each word out loud to teach correct pronunciation. Ask students to read after you.</p> <p>Go over each word and discuss meaning.</p> <p>Ask students to help each other if they get stuck.</p>	<p>Students repeat the words after the teacher.</p> <p>They help their peers if they get stuck.</p>	-List of contractions from the text that use apostrophes (see below; a.)	
Guided Learning Steps				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-techniques are used? WHY? Use references.
T><C S><S	<p><u>Speaking</u></p> <p>Give students handout b. (see below).</p> <p>This activity is done in pairs.</p> <p>Ask them to say one sentence using contracted form and another using the non-contracted form, for each combination. In total, they will try to say 12</p>	<p>They do this in pairs.</p> <p>They say one sentence using contracted form and another using the non-contracted form, for each combination. In total, they will try to say 12 sentences with their partner.</p> <p>They take turns.</p>	-Handout b. (see below)	<p>1. Sentence frames: Linguistic elements, contractions in this case, would help students get work on their writing with the decided focus on the sentence structure. Contractions and their non-contracted forms are to be used here (Chanock, 2004, p. 20).</p>

	<p>sentences with their partner.</p> <p>Ask them to take turns.</p>			
Closure				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-niques are used? WHY? Use references.
T><C S	<p><u>Reading</u></p> <p>The teacher gives a practice test to see if students can match contracted forms with their non-contracted forms or vice versa.</p> <p>Students attempt the practice test individually.</p> <p>Support if absolutely needed; prompt to remember.</p>	<p>Learners will take the practice test to demonstrate their understanding of contractions with apostrophes used in the text. They would match contracted forms with their non-contracted forms or vice versa.</p>	-Practice Test (see below; c.)	

Condensed Materials/ Handouts for Lesson # 3

- a. List of contractions from the text that use apostrophe- listen and repeat

Look at the contracted and non-contracted forms of a few words. These words are from your reading “How to Go Grocery Shopping: Part 3: Checking Out”

Repeat them after your teacher. Discuss the meaning.

<i>Contracted form</i>	<i>Non-contracted form</i>
you've	you have
don't	do not
doesn't	does not
now's	now is
you're	you are

- b. Formation of sentences

Look at the contracted and non-contracted forms of a few words. These words are from your reading “How to Go Grocery Shopping: Part 3: Checking Out”

Say one sentence using contracted form and another using the non-contracted form.

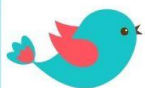
<i>Contracted form</i>	<i>Non-contracted form</i>
you've	you have

	don't	do not
	doesn't	does not
	now's	now is
	you're	you are

c. Practice Test

Name:

Date:



Contractions Using Apostrophes
How to Go Grocery Shopping: Checking Out
Practice Test



Task instructions: Match the contracted form with its non-contracted form.

1 you've

2 don't

3 doesn't

4 now's

5 you're

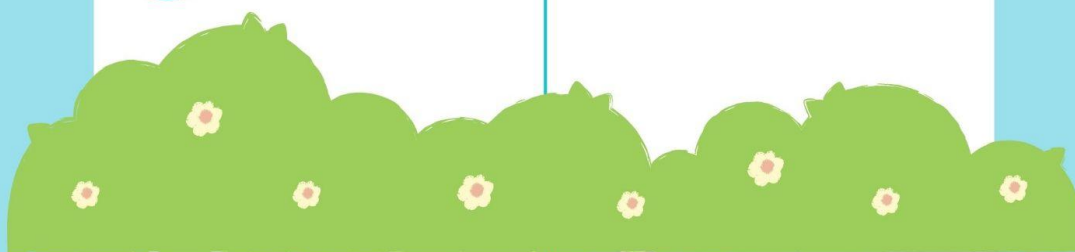
a does not

b you are

c do not

d you have

e now is



Created by: Jasnoor Grewal

Lesson 4

Number & Title of Lesson: Lesson 4: Knowing more: Exploration of the grammatical

Time: 1 hour (approximately)

Key Focus or Concept: Grammatical exploration into how nouns get modified with adjectives

Learning Objectives, i.e., Students will be able to (SWBAT):

Function or Skill LOs: Language LO (grammar):

SWBAT...

1. ...identify nouns in target sentences and circle them **(reading)**.
2. ...identify adjectives in those sentences and underline them **(reading)**.

Other (vocab/comprehension):

3. ...read an excerpt from the text and answer simple comprehension questions about the description of certain nouns **(reading)**.

How does the teacher assess these LOs throughout the lesson and at the end?

Throughout the lesson: The teacher observes and gauges the level and kind of scaffolding needed. She assesses if students are identifying nouns and adjectives correctly. She provides feedback and corrections.

At the end of the lesson: The teacher delivers a multiple-choice answer quiz where students select the correct answer to a question.

WHO – What is the interaction type in this section?

- T > C; S > C; R > C is One way – Teacher or student or recording to class
- T >< C is Two-way – dialogic teaching
- S is Individual
- S >< S indicates Pairs
- SSSS indicates Groups

Introduction: Warm-up/Review				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-niques are used? WHY? Use references.
T><C R>C	<p>Ask students if they know about nouns and adjectives.</p> <p>Let them respond.</p> <p>Then, play the following Youtube video for them: Common and Proper Nouns Lesson</p> <p>(Homeschool Pop., 2017, January 14)</p> <p>Invite students to ask questions.</p>	<p>Listen to the teacher and try to respond.</p> <p>Ask questions.</p> <p>Watch the video.</p> <p>Ask questions.</p>	<p>-YouTube video link: Common and Proper Nouns Lesson</p> <p>-smartboard or a class projector</p>	<p>1. Questioning: Students ask simple questions to inquire about concepts and concrete their ideas about the same. Questioning promotes different high and low-order learner strategies such as "...noticing, understanding, memory storage and retrieval strategies" (Hedgcock & Ferris, 2018, p. 156).</p>
Guided Learning Steps				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-niques are used? WHY? Use references.

<p>T><C S>C</p>	<p><u>Nouns</u></p> <p>Explain what nouns in general.</p> <p>Distribute handout 'a.'</p> <p>Handout 'a' provides general definitions for nouns. After discussing these, use the original text and provide a couple examples for each.</p> <p>Ask students to read the handout by themselves.</p> <p>Check with the students if they understand fairly.</p> <p>Ask a volunteer to explain nouns to everyone, very briefly.</p>	<p>Listen to the teacher and try to understand the concepts.</p> <p>Ask questions.</p> <p>Read the handout.</p> <p>Ask questions, if still in doubt.</p> <p>Students are not expected to have complete understanding of the concepts just yet.</p> <p>A volunteer can explain nouns to everyone, very briefly.</p>	<p>-coloured copies of the text -handout 'a'</p>	
<p>T><C S>C</p>	<p><u>Adjectives</u></p> <p>Explain what adjectives are, in general.</p> <p>Distribute handout 'b.'</p> <p>Handout 'b' provides general definitions for adjectives. After discussing these, use the original text and provide a couple examples for each.</p>	<p>Listen to the teacher and try to understand the concepts.</p> <p>Ask questions.</p> <p>Read the handout.</p> <p>Ask questions, if still in doubt.</p> <p>Students are not expected to have complete understanding of</p>	<p>-coloured copies of the text -handout 'b'</p>	

	<p>Ask students to read the handout by themselves.</p> <p>Check with the students if they understand fairly.</p> <p>Ask a volunteer to explain adjectives to everyone, very briefly.</p>	<p>the concepts just yet.</p> <p>A volunteer can explain adjectives to everyone, very briefly.</p>		
T><C SSSS	<p><u>Connection to the text</u></p> <p>Distribute handout 'c.'</p> <p>Help students find all the nouns and adjectives that modify them in the text excerpt.</p> <p>Assign teams of 3 or 4.</p> <p>Instruct them to redo the same you showed them (i.e. finding nouns and adjectives in the text excerpt) but in their teams.</p> <p>Ask them to circle all the nouns in the text and underline the adjectives (one or more) that modify those nouns in their group.</p>	<p>Find nouns and adjectives in the text excerpt.</p> <p>Circle all the nouns in the text excerpt (handout c) and underline the adjectives (one or more) that modify those nouns in their group.</p> <p>This is done in groups.</p>	<p>-coloured copies of the text excerpt (handout 'c')</p> <p>-pencils</p>	

Closure				
Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta-niques are used? WHY? Use references.
T><C S	<p>Give the multiple-choice answer quiz where students select the correct answer to a question. See quiz 'd.' Distribute the same in class.</p> <p>Students do this individually.</p> <p>This is to be done on computers. Ask students to sign into class computers and open their emails.</p> <p>Send students the following link on their email address.</p> <p><u>Nouns and Adjectives Quiz</u></p> <p>Remind students to click submit when they are done.</p> <p>Print the form if needed by clicking this link: https://docs.google.com/forms/d/1QhONhNIKrZKSXNPvoJxg8Z_1PbcD</p>	<p>Take the multiple-choice answer quiz and select the correct answer to each question.</p> <p>This is to be done on computers.</p> <p>Students sign into class computers and open their emails.</p> <p>To be done individually.</p> <p>Click submit when done.</p>	-computers from the class computer cart	

[BNW6uGsgM8HBEow/printform](#)

Condensed Materials/ Handouts for Lesson # 4

a. Nouns

Nouns

A noun is a person, place, or thing. Nouns are usually the subject (before the verb) or object (after the verb) of a sentence.

- **Julia** likes **puppies**.
- **The students** are taking **a test**.

Common Noun	Proper Noun
a person	Ali
a pet	Fido
a city	London
a country	Brazil
a building	Eiffel Tower
a company	Coca-Cola

Common Noun	Proper Noun
an ocean	Atlantic Ocean
a river	Amazon River
a lake	Lake Baikal
a mountain	Mount Fiji
a park	Central Park
a planet	Jupiter

Source: Ellii ([formerly ESL Library](#))

b. Adjectives

Adjectives

Adjectives are used to describe *nouns* (people, places, or things).

- I have a **green** coat.
- That sunset is **beautiful**.

Adjectives are also used to describe how someone is *feeling*.

- I am **happy**.
- They are **cold**.

Patterns

Sentence Patterns	Examples
Be + Adjective	<ul style="list-style-type: none"> • I am tired. • She is angry. • This movie is funny. • The concert was incredible.
Adjective + Noun	<ul style="list-style-type: none"> • Look at the cute puppies! • I am reading a good book. • I hate driving on these icy roads. • We went to a great restaurant last night.

Source: Ellii ([formerly ESL Library](#))

c. Text excerpt one

How to Go Grocery Shopping: Checking Out

Place your items on the belt. Line up behind the last person in the checkout lane you've chosen, but make sure you don't crowd them with your cart or basket.

- When space frees up on the conveyor belt, grab a rubber divider from the side of the checkout and place it on the belt to divide your groceries from those of the person ahead of you.

- Start placing your items on the belt, but don't crowd your food so that things get squished, bruised, or dented.
- Place large items and boxes on the belt first, and leave delicate items and fresh produce until the end so that it doesn't get crushed.

Sourced as is from WikiHow Staff (2021, May 6)

- d. Quiz: Nouns and Adjectives Quiz (Google form for answering on computers)

Link to print the form:

https://docs.google.com/forms/d/1QhONhNIKrZKSXNPvoJxq8Z_1PbcDBNW6uGsgM8HBEOw/printform

End-of-Unit Writing Task

Title of Lesson: Dialogue Creation: Completing a guided conversation in writing

Time: 1 hour (approximately)

Key Focus or Concept: Applying all skills learned thus far targeting mainly the writing

Learning Objectives, i.e., Students will be able to (SWBAT):

Skill at focus, and that being assessed, is writing, however, other skills are also at work.

Function or Skill LOs.:

SWBAT...

1. ...understand that conversation requires taking turns.
2. ...fill out a guided conversation between a cashier and a customer based on the text explored (writing).
3. ...work with a partner to read and act out the conversation (reading, speaking).

How does the teacher assess these LOs throughout the lesson and at the end?

Throughout the lesson: The teacher observes and gauges the level and kind of scaffolding needed.

At the end of the lesson: Students complete a guided conversation with the help of teacher and team partner. Conversation completion would be assessed in teams. Feedback and corrections shall be provided.

WHO – What is the interaction type in this section?

- T > C; S > C; R > C is One way – Teacher or student or recording to class
- T > < C is Two-way – dialogic teaching
- S is Individual
- S > < S indicates Pairs
- SSSS indicates Groups

Writing Task

Who (see above)	What does the instructor do?	What does the learner do?	What materials and/or technology are used?	What reading / writing meta- niques are used? WHY? Use references.

<p>T>< C</p>	<p>Refer to handout below 'End-of-unit writing task: Dialogue creation'</p> <p>Explain the task context and instructions.</p> <p>Explain the concept of taking turns.</p> <p>Show an example for them by filling out the first guided dialogue.</p> <p>Explain how to use the checklist to students.</p> <p>Assign each student a partner.</p> <p>Give the worksheet to students and let them figure out the dialogues in partners. Give them time to think and reflect.</p> <p>Remind students to use the checklist.</p> <p>Provide verbal feedback and suggestions; use the checklist for the same as needed.</p> <p>Ask students to work with a partner to read and act out the conversation.</p>	<p>Students understand the task context and instructions.</p> <p>Work in pairs to fill the guided dialogue creation worksheet.</p> <p>Use the checklist provided to self-assess.</p> <p>Act on feedback from the teacher and make corrections.</p> <p>They work with a partner to read and act out the conversation.</p>	<p>-colored copies of the handout 'End-of-unit writing task: Dialogue creation'</p> <p>-checklist</p> <p>-pencils, eraser</p>	<p>1. Checklists: Students can use checklists to check their writing, and they often contain key points to look for in their writing. In this case one is being used after writing, to tally expectations of the writing piece which students use to see if their piece meets teacher's requirements set for the task (Nation, 2008, p.120).</p> <p>2. Reader's theatre: Students take turns to read out loud their scripts or dialogues for an audience which could be their own peers in the classroom. RT goes beyond developing reading fluency in learners by teaching them automaticity and comprehension (Young et al., 2019, p. 616).</p>
---------------------------	--	--	---	---

Condensed Materials/ Handouts for End-of-Unit Writing Task

a. Handout 'End-of-unit writing task: Dialogue creation'

DATE:

End-of-Unit Writing Task

Checkout Counter Conversation

Characters:

1. Cashier
2. _____ (your name)

NAME:

Context: You have visited a grocery store and are ready to check out. You are talking with the cashier who is helping you check out your groceries at the checkout counter.

Task Instructions: Complete the sentences in the conversation you may have with them.



____Cashier____: Hello. How are
____ doing today?



____: Hi. I am
doing _____. Thank _____. I have
brought my own bags.



____: Great. Do
you have any points card?



____: Yes,

_____ you like to _____?



____: Thanks. Your
_____ is \$ 48.50. How would
_____ you like to _____?



____: On
_____, please. Thank
_____.



DATE:

End-of-Unit Writing Task
Checkout Counter Conversation

CHECKLIST

For students:

Read the actions below and put a check-mark (✓) by each after you complete it.

- ☒ I read the context and task instructions.
- ☐ I filled in the blanks for every dialogue.
- ☐ I checked my spelling.
- ☐ I discussed my answers with my team partner.
- ☐ I made corrections after feedback from the teacher.

NAME:

Teacher comments:

b. Checklist

References for Section B: Lesson Plans and Techniques

- Bogaerds-Hazenberg, S. T. M., Evers-Vermeul, J., & Bergh, H. (2020). A meta-analysis on the effects of text structure instruction on reading comprehension in the upper elementary grades. *Reading Research Quarterly*, 56(3), 435-462.
- Chanock, K. (2004). A Shared Focus for WAC, Writing Tutors and EAP: Identifying the “Academic Purposes” in Writing Across the Curriculum. *The WAC Journal*, 15(1), 19–32.
<https://doi.org/10.37514/wac-j.2004.15.1.02>
- Co-op (2022). *Food Flyers*.
https://www.food.crs/more/foodflyers?utm_source=loknow&utm_medium=search&gclid=Cj0KCQiA-oqdBhDfARIsAO0TrGGJtTE1RJWP3DRmvxYSo0kRFrx14PtAVyisouB820cU7dKh4QJBUEMaAihdEALw_wcB&gclidsrc=aw.ds
- Ellii. (2022). *Materials*. <https://ellii.com/>
- Homeschool Pop. (2017, January 14). *Common and Proper Nouns Lesson* [Video]. YouTube.
[Common and Proper Nouns Lesson](#)
- Kuang, F. (2015). Bilingual or monolingual? The effects of dictionary use from a corpus perspective in ELT. *English Teaching & Learning*, 1-27.
- Nation, I. S. P. (2008). *Teaching ESL/EFL reading and writing*. Routledge.
- Wijekumar, K., & Beerwinkle, A. L. (2018). *Implementing the text structure strategy in your classroom*. Reading Rockets.

<https://www.readingrockets.org/article/implementing-text-structure-strategy-your-classroom>

WikiHow Staff (2021, May 6). *How to Go Grocery Shopping*. <https://www.wikihow.com/Go-Grocery-Shopping>

Young, C., Durham, P., Miller, M., Rasinski, T. V., & Lane, F. (2019). Improving reading comprehension with readers theater. *Journal of Educational Research*, 112(5), 615–626. <https://doi-org.twu.idm.oclc.org/10.1080/00220671.2019.1649240>

C. Principles for Teaching Reading and Writing

When planning lessons for teaching reading and writing in this ARR, several principles informed my choices. The first principle for both teaching reading and writing is having a purpose in mind when creating lessons and plans. Especially when teaching reading, or becoming a skilled reader, it is crucial to know what learners should be able to do at the end of the lesson/unit. As an ESL teacher, when I deliver a reading or a writing task, there is always a direct or indirect outcome that I'm targeting. Whether it is developing fluency, automaticity, comprehension, vocabulary, sentence structure, spelling, punctuation, etc. that I'm wishing my students to practise, or an affective, pleasure seeking, experience is the goal, the purpose should be predetermined (Baker & Beall, 2009 as cited in Hedgcock & Ferris, 2018, p. 27). This purpose is made known to the students by discussing the agenda or an outline of the lesson or unit, i.e., walking learners through the roadmap and giving them a preview with end-of-lesson expectations. I also believe that critical thinking skills can be better put in practice when there is a deliberate platform set by the teacher to do so through creative activities like activation of prior knowledge before reading, reflections after reading, self-assessments after writing, or application of the knowledge gained to perform another task (National Geographic Learning-ELT, 2019).

To put the above discussed points in practice of teaching and learning reading, teachers can invite learners to participate in oral reading through read-aloud. Via guided instruction and direction, students read scripts for an audience (Young et al., 2019, p. 615). This activity is called a reader's theatre, where students take turns to read out loud their scripts or dialogues for an audience which could be their own peers in the classroom. The purposes here are to identify words at a faster rate, with more ease, and more accurately with automaticity. Another technique is called text structuring. It is important that when we teach reading, we also practise identification of text structures and genres with our students. Şen and Karagül (2021) suggest that interpretation of the meaning of a text is aided by the knowledge of the structure of the text (p. 280), i.e., the knowledge of whether it is persuasive, expository, comparison, etc. will help readers understand it better overall.

My second principle for teaching and writing is my belief that it is never too early and never too late. Maryanne Wolf at a talk named “How the Reading Brain Teaches Us to Raise Literate Minds,” presses on the development of an early reading culture, which includes reading to young children, engaging them in a dialogic interaction, and feeding children the knowledge not only through the voice, words, and sounds when we read and interact with them but also through the actions and our gaze at the text (SHECP, 2016). Both Wolf (SHECP, 2016) and McAllister (McAllister, 2019) underscore the importance of exposing children to books at a very young age. The power of reading and hearing or seeing words is needed for one to become not only great at reading and language but also an intelligent and considerate human being. This then translates into written language as well. When reading with young children as well as ESL adult readers, educators can invite them to share what they remember about the story or text which was fed to them (oral retelling). It would help them comprehend and retain the information better (Kingston et al., 2019). Holding previews and brainstorming help students write effective language pieces. Visualization, through use of visuals, including colourful pictures, can work to

every learner's advantage. Not only do they love looking at them, but the visuals also serve a huge benefit for their ability to understand and remember the text (Salas et al, 2021, p. 13).

Next principle that informs my instruction, especially when teaching writing, is the use of functional grammar and the concept of transitivity: participant, process, and circumstance in instruction (Kettle-Muspratt, n.d.). Lessons in context on grammar elements like Phrases, Clauses, and Sentences (McAllister, 2020) can make language generated by students more relevant in the situation, effective, and meaningful. As Stranks (2013) notes, when teaching and learning grammar, factors like the age group and language proficiency levels of the learners, purpose and aims of the lesson or program, and materials that pique interest of the learners must be considered. A crucial takeaway is to use the concept of "the EEE's of teaching writing" with the focus to "empower" and "engage" my students through "explicit instruction" of English language and writing in authentic and learner centered contexts (McAllister, 2018, p. 16). The engagement can be brought by inviting students to make connections, share their thoughts, and their stories in class. Empowerment happens when a learner can get a task done, or achieve big and small aims in life, with the language knowledge gained to converse and thrive in the society.

My fourth principle is that speaking is the foundation, on which writing builds. Although both writing and speaking are productive skills in any language, knowledge, and use of the skill of speaking precedes the ability to start writing language down. Speaking comes naturally and before a child learns how to write. Even in a writing class, presence of a dialogic style of learning, "purposeful talk (Weissberg, 2009, p. 25)," at planning, composing, editing, as well as post-writing level makes the process of writing more engaging and effective (p. 21). In my own experience, a writing task delivered without discussion and dialogue fails to elicit student responses at a deeper, personal, and critical level. Techniques like outlining and organizing ideas (verbally and in graphic organizers), making use of a "scattergram" to brainstorm ideas,

for example, can be used in classrooms to make learners aware of the topic at a deeper level before they start to create their written pieces can be very helpful (Hubbard, 1984, pp. 61-62).

My fifth principle is that students need workable knowledge of formal and informal tones in writing. This knowledge of formality finds its use in academic, general, or professional written conversations. Writing isn't only limited to recording and presenting opinions and explanations, but it also comprises interpretations and showing of the understanding of the mood and appropriateness of a response thus produced. Learners need to be taught the use and understanding of formal and informal tones in writing (MN Adult Education Professional Development, 2022). This would be 'learning-to-write' type of writing where written language in functional settings like emails, business communication, basic interactions, reports, blog writing, etc. are practised (McAllister, 2018, p. 16). These are the areas where most of my ESL teaching experience develops. When revising an important piece of writing by reading it loud after it has been drafted, learners can be taught to use "CARE," where they *Change, Add, Reorganize/reformat, and Eliminate* ideas in a written piece so that they suit the audience and purpose with the appropriate tone and formality (Vassalo, 2001, p. 103).

My sixth and last principle has to do with assessment and feedback, and it is that the type of feedback provided over the course of a program should vary. Feedback provided should be comprehensible, interesting, and useful (Lambert, 2015). When I started teaching, I was overwhelmed by the fact that experienced teachers had bundles of resources gathered over several years including lessons and feedback rubrics and I did not. I tried to administer a few that I collected myself but the 'one size fits all' principle did not do quite well when I analyzed what my students were learning. It is amazing to have templates and past ideas saved but there must be customization, at required degrees and every single time, to fit the situation. Focused feedback and written/oral student self-assessments to guide group or individual discussion/feedback are a couple of my favourite tools. Feedback can be given in a "dialogic way" to guide students toward effective performance and task expectations (Weissberg, 2009,

p. 64). When using teacher's comments for metalinguistic feedback (Ferris, 2006), teachers can ask students questions, open discussions, and provide feedback in a dialogic way. Interestingly and importantly, when providing students with written comments, care should be taken that they are constructively communicative as they have great power to affect the relationship between the student and the teacher (Weissberg, 2009, p. 107). Checklists and rubrics are competent tools to provide feedback that can be very organized and reliable processes where students can clearly see, or with interpret support, how their writing has done on expectations discussed (Saddler & Andrade, 2004, p. 51).

References

- Centre for Canadian Language Benchmarks. (2015). *Canadian Language Benchmarks: ESL for Adult Literacy Learners (ALL)*. https://listn.tutela.ca/wp-content/uploads/ESL_Literacy_Jan_8_2015_e-version.pdf
- Ferris, D. (2006). Does error feedback help student writers? New evidence on the short- and long-term effects of written error correction. In K. Hyland & F. Hyland (Eds.), *Feedback in second language writing: Contexts and issues* (pp. 81-104). Cambridge University Press.
- Hedgcock, J. S., & Ferris, D. R. (2018). *Teaching readers of English: Students, texts, and contexts* (2nd ed.). Routledge.
- Hubbard, P. (1984). *Alternative outlining techniques for ESL composition*. U.S. Department of Education National Institute of Education (ERIC) <https://eric.ed.gov/?id=ED253065>
- Kettle-Muspratt, F. (n.d.). Step-by-step with functional grammar. <https://ln5.sync.com/dl/84b1a0110/a3ve7rc7-6t8qm8pq-wrppskf3-3n5xfz5k/view/doc/8940781100001>
- Kingston, H. C., Kim, J. S., Burkhauser, M., Mulimbi, B, & Quinn, D. M. (2019). Do children's oral retellings of narrative and informational texts predict scores on a standardized reading comprehension test? In E. Veneziano & A. Nicolopoulou (Eds.). *Narrative, Literacy and Other Skills: Studies in Intervention* (pp. 69-89). John Benjamins Publishing Company. <https://doi.org/10.1075/sin.25.04kin>
- Lambert, J. [Cambridge University Press ELT]. (2015, December 10). *Written Corrective Feedback* [Video]. YouTube. <https://www.youtube.com/watch?v=AZz3Td-Hc4k>

- McAllister, K. (2018). *Power in writing* [PDF Slides]. Sync. LING 613. MATESOL. Trinity Western University. <https://ln5.sync.com/dl/a46d4b270/xajbk5h6-ebcrj45v-rkhc8aaq-xt322iwi>
- McAllister, K. (2019). *The Magic of Reading or The Power of Texts* – LING 613. MATESOL. Trinity Western University.
- McAllister, K. (2020). Phrases, Clauses, and Sentences. LING 613. MATESOL. Trinity Western University. <https://ln5.sync.com/dl/84b1a0110/a3ve7rc7-6t8qm8pq-wrppskf3-3n5xfz5k/view/doc/8940781160001>
- MN Adult Education Professional Development (2022, January 27). *Bringing your “D” game to writing instruction*. [Video]. YouTube. **YouTube link**
- National Geographic Learning - ELT. (2019). Key critical thinking skills for advanced learners [YouTube Video]. Retrieved September 5, 2021.
<https://www.youtube.com/watch?v=l58-0eyig3c>
- Saddler, B. & Andrade, H. (2004). The Writing Rubric. *Instructional rubrics can help students become self-regulated writers. Educational leadership*.
- Salas, S., Williams, B. K., Marz, M., & Adrane, S. (2021). Reading Eyes Wide Shut: Visualization, Language Learners, and Texts.
- Şen, E., & Karagül, S. (2021). An analysis of teachers' views toward the teaching of text type and structure. *International Journal of Progressive Education*, 17(3), 279-298.
- SHECP. (2016). *2016 SHECP symposium - How the reading brain teaches us to raise literate minds*. [video]. Vimeo. <https://vimeo.com/181195713>
- Stranks, J. (2013). Materials for the teaching of grammar. In B. Tomlinson (Ed.), *Developing materials for language teaching* (2nd ed.) (pp. 337-350). Bloomsbury.

Vassallo, P. (2001). Protect your R.E.P.! Revise, edit, proofread. *ETC: A Review of General Semantics*, 58(1), 100–105.

Weissberg, R. (2009). *Connecting speaking and writing in second language writing instruction*. The University of Michigan Press.

Young, C., Durham, P., Miller, M., Rasinski, T. V., & Lane, F. (2019). Improving reading comprehension with readers theater. *Journal of Educational Research*, 112(5), 615–626.
<https://doi-org.twu.idm.oclc.org/10.1080/00220671.2019.1649240>