Supporting ESL learners to read authentic texts - A diagrammatic overview of the teaching sequence
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1. Acknowledging prior learning and experiences
   - Assessing and reflecting
     - Use a register rubric that reflects the intended outcomes of the sequence
     - Teacher, peer and self-analysis of writing

2. Building contextual knowledge
   - Preparing for comprehension and engagement
     - Eg. semantic webs
     - Concept maps
     - Sharing circles etc

3. Text Orientation
   - Supporting comprehension
     - Eg. Story maps as comprehension
     - Event sequences
     - Settings
     - Sequencing activities
     - Drawing selected scenes
     - Preview activities eg constructing blurbs

4. Teacher reads the book, chapter or excerpt
   - Teacher selects an excerpt from the text to continue the sequence

5. Re-orientation and Language Orientation
   - Learners read the LO selection independently

6. Learners read the LO selection independently

7. Focus on language choices
   - Checking and expanding comprehension
     - Eg. constructing glossaries, tracking reference, cloze activities, retelling
     - Text marking of particular features
     - Multimodal exploration of the meaning of language choices eg. Role play, art work, character profiles and sociograms

8. Transformations
   - Applying KAL understandings beyond the text
     - Eg. Exploring alternative language choices eg substitutions, deletions, Compare and contrast activities, looking at sentence structure

9. Word study
   - Vocabulary work eg. morphology, collocations, idioms etc

10. Jointly constructed writing
    - Writing
      - Story maps as preparation
      - Future directions eg
      - Constructing similar texts in other modes

11. Independent writing
    - Assessment of literacy learning outcomes

Supporting activities

Teacher determines intended literacy learning outcomes
Selects text