

A large, stylized purple silhouette of a tree with a thick trunk and a wide, rounded canopy, serving as a background for the title text.

**AMDSB ESL/ELD GUIDE  
FOR ELEMENTARY  
SCHOOLS**

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*AMDSB ESL/ELD policies and procedures are based on: Education Act; Ontario Student Record (OSR) Guideline 2000; Ontario Student Transcript (OST) Manual, 1999; Municipal Freedom of Information and Protection of Privacy Act; Board Policy: No. 35 – Ontario Student Record, English Language Learners: ESL and ELD Programs and Services - Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12, 2007, Ontario Curriculum Grades 9 to 12 English As a Second Language and English Literacy Development, 2007, STEP: Steps to English Proficiency 2010*

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## **WHO ARE ELLs?**

# Terminology and Definitions

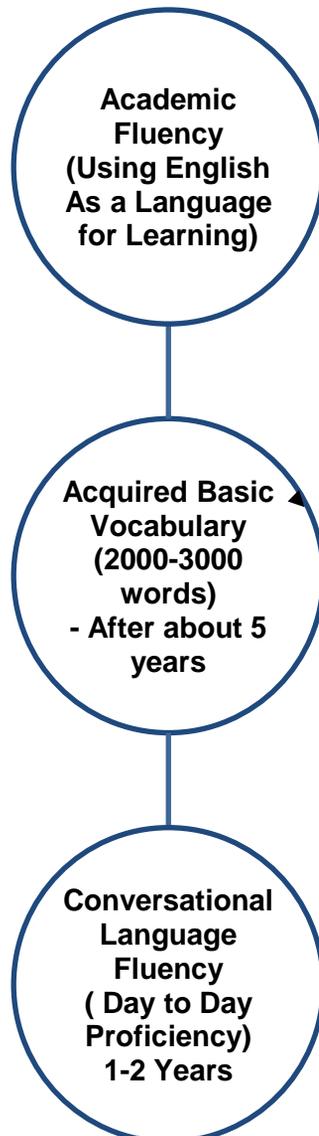
English Language Learners are:

Canadian-born ELLs – from Aboriginal communities ( speak a variety of English or first language other than English ), immigrant communities or from communities that have maintained a distinct cultural and linguistic tradition (e.g. Mennonites)

\*Newcomers – arrived as a result of voluntary, planned immigration process, traumatic experiences (war/famine) or international/visa students (paid fees, plan to attend university)

\* Arriving at varying stages of their educational career, educational experiences, various times during school year, may/may not be separated from family.

Development of language through English as a **Second Language /English and Literacy Development Programs** is essential to ensure ELLs become academically fluent in English and are therefore able to reach their potential.



1000 words are usually added to a language speaker's vocabulary each year. The average 5 year old has a vocabulary of 5000 words. ELLs usually start with a vocabulary of less than 1000 words of English regardless of their age or grade.

## **RECEPTION & ORIENTATION**

## Welcoming & Registration

Creating a welcoming and inclusive school environment for English language learners and their families is a whole-school activity requiring the commitment of the principal and vice-principal, teachers, support staff, and other leaders within the school community. The reward for this committed effort is a dynamic and vibrant school environment that celebrates diversity as an asset and enriches the learning experience for all students.

Many Roots Many Voices, p.36

Where possible, the principal should arrange for a translator to be there when new families arrive.

Interpreter services may be obtained through:

- a local translator
- the KW Multicultural Centre, (519) 745-2593\*, Fax: (519) 745-5857, Email: [interpreters@kwmc-on.com](mailto:interpreters@kwmc-on.com),
- Across Languages (519) 642-7247 (London area),
- Cross Cultural Learner Centre (519) 432-1133 (London area).

Registration questions should include requests for information on religious accommodations (e.g. daily prayer requirements, absences on special holidays), health, food (Halal, Kosher, etc.), environmental sensitivities, and the educational background of the students (i.e. special education considerations, literacy and numeracy, student progress, last grade/level completed).

A map of the school along with a guided tour, will help parents to become familiar with the school environment.

Providing a copy of the school planner and a calendar/newsletter showing upcoming special days will be useful not only to help organize parents, but also to provide a focal point for discussions and to raise awareness of how the school communicates and what some of the basic expectations are for behaviour and academics. Where possible, make a translation of newsletters and calendars available to families.

Information packages for parents that have been translated into 30 languages are available at

**Settlement.Org 's website :** <http://settlement.org/translated-information/>

- Parent-Teacher Interviews
- EQAO Testing
- Solving Problems at School
- Starting School
- Special Education
- Bullying: We Can All Help Stop It
- Who does what in Ontario's public education system?
- For Our Kids - Video
- Student Success Program
- Understanding the Safe Schools Act
- Child Care in Ontario
- Full-Day Kindergarten: A Question and Answer Guide for Parents

The Ministry of Education also provides translated versions of the following guides:

- Grade 1 – 12 a Parent's Guide: the 2015 Health and Physical Education Curriculum
- A Parent's Guide: Human Development and Sexual health in the Health and Physical Education Curriculum, Grades 1-6
- A Parent's Guide: Human Development and Sexual health in the Health and Physical Education Curriculum, Grades 7-12
- Quick Facts for Parents: Learning about Healthy Eating
- Quick Facts for Parents: Learning about Mental Health
- Parents Matter
- What do you need to graduate from high school?
- Creating Safe and Accepting Schools
- Bullying: We Can All Help Stop It
- Full-Day Kindergarten
- Child Care in Ontario
- Quick Facts for Parents: Learning about Healthy Relationships and Consent
- Quick Facts for Parents: Learning about Online Safety, Including Risks of Sexting
- Quick Facts for Parents: Learning about Active Transportation
- Quick Facts for Parents: Learning about Staying Safe
- Quick Facts for Parents: Learning about Concussions

<http://www.edu.gov.on.ca/eng/parents/multiLanguages.html>

# LEARNING ENVIRONMENT CHECKLIST

COEHLO, e. (1998) Teaching and learning in Multicultural Schools,  
Multilingual Matters Ltd. Toronto. P 128-132

The rating system can be used and interpreted as follows: Yes= whenever appropriate  
Not yet= this is an area for development  
n/a = not applicable/available at this time

Yes	Not yet	n/a	
			The school is creative and flexible in finding ways to invite parents into the school.
			Written communication with parents is in a language they understand.
			Communication is visually supported.
			Students are trained to lead their own conferences involving the teacher and their parents.
			Parent-teacher communication consists of a two-way flow of information and advice.
			Expectations regarding student attendance and behaviour, homework, parental involvement, etc. are negotiated, realistic, and explicit.
			The school makes parents aware of opportunities to participate in English as a second language programs for adults.
			Parents are invited to help the school in ways that are appropriate.
			Organized community groups play a role in the school.
			Community groups use the school for meetings and special events.
			Parents receive helpful practical advice on how to help their children at home.

## School Environment: Physical and Social

Yes	Not yet	n/a	
			Display material is carefully selected to provide realistic and positive images of different cultural and racial groups.
			Guidelines for the selection of resources include criteria related to cultural diversity.

## School Environment: Physical and Social

Yes	Not yet	n/a	
			Signs notices, and displays in the school buildings are highly visual, multilingual and reflect a variety of cultural perspectives.
			Where possible, students' languages are used in school announcements, parents' meetings, interviews, cultural events, performances etc....
			All teachers in the school know something about the naming practices and forms of address that are usual in the various school communities, and can pronounce the names of all their students.
			There is a variety of extracurricular activities.
			Students and parents are consulted about their preferences and interests in extracurricular activities.
			The school awards program recognizes a wide range of talents and contributions including those that may be especially valued or promoted in some cultural groups in the school.
			There is an active student/teacher anti racism group in the school.
			Special events are planned with sensitivity towards all students' cultural backgrounds and the goal of creating an inclusive, welcoming environment for all.

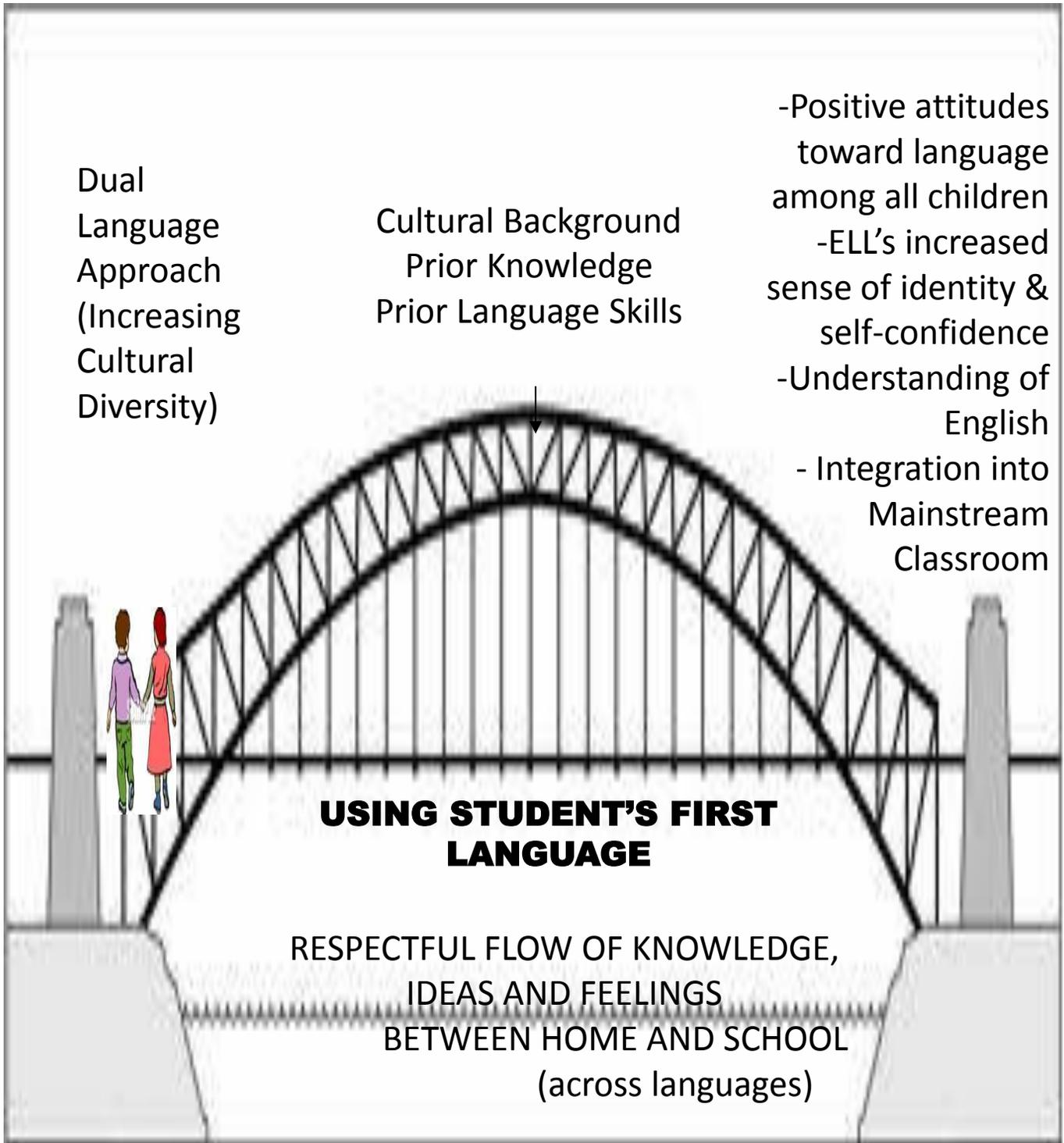
## Student Support

Yes	Not yet	n/a	
			Each student's individual progress is carefully monitored.
			When an individual student appears to be having difficulties, there is a planned program of intervention and support.
			There is a procedure for conflict mediation when students experience ethno cultural harassment in the school or beyond.
			The school has established mutually supportive relationships with community groups or agencies.
			There is an organized peer tutoring program which includes training and supervision.
			There are peer mediation, anti bullying, and anti racism programs in the school.
			Multilingual services are provided by trained interpreters and translators.
			All students have opportunities to meet or observe role models and mentors of diverse cultural backgrounds.

# Classroom Strategies: Helping Your ELLs Adjust to New Surroundings

- **Learn their names**
- Take the time to learn how to pronounce your ELLs' names correctly. Ask them to say their name. Listen carefully and repeat it until you know it. If a student's name is Pedro, make sure you do not call him /peedro/ or Peter. Also, model the correct pronunciation of ELLs' names to the class so that all students can say the correct pronunciation.
- **Offer one-on-one assistance when possible**
- Some ELLs may not answer voluntarily in class or ask for your help even if they need it. ELLs may smile and nod, but this does not necessarily mean that they understand. Go over to their desk to offer individual coaching in a friendly way. For convenience, it may be helpful to seat ELLs near your desk.
- **Assign a peer partner**
- Identify a classmate who really wants to help your ELL as a peer. This student can make sure that the ELL understands what he or she is supposed to do. It will be even more helpful if the peer partner knows the ELL's first language.
- **Post a visual daily schedule**
- Even if ELLs do not yet understand all of the words that you speak, it is possible for them to understand the structure of each day. Include symbols and maps to illustrate what to do and where/when to go.
- **Use an interpreter**
- On-site interpreters can be very helpful in smoothing out misunderstandings that arise due to communication problems and cultural differences. If an on-site interpreter (a paid or volunteer school staff position) is not available, try to find an adult - perhaps another parent who is familiar with the school or "knows the system" - who is willing to serve this purpose. In difficult situations, it would not be appropriate for another child to translate. The ESL program will fund an interpreter for team meetings if needed.
- ELLs can make unintentional "mistakes" as they are trying hard to adjust to a new cultural setting. They are constantly transferring what they know as acceptable behaviors from their own culture to the new classroom and school. Be patient as ELLs learn English and adjust.
- **Include ELLs in a non-threatening manner**
- Some ELLs may be apprehensive about speaking out in a group. They might be afraid to make mistakes in front of their peers. Their silence could also be a sign of respect for you as an authority - and not a sign of their inability or refusal to participate. Try to find out about cultural taboos that may be a barrier and think of ways to help students around them.
- **Involve ELLs in cooperative learning**
- Some ELLs are used to working cooperatively on assigned tasks. What may look like cheating to you is actually a culturally acquired learning style - an attempt to mimic, see, or model what has to be done. Use this cultural trait as a plus in your classroom. Assign buddies or peer tutors so that ELLs are able to participate in all class activities.
- **Help your ELLs follow established rules**
- All students need to understand and follow your classroom rules from the very beginning, and ELLs are no exception. Teach them your classroom management rules as soon as possible to avoid misunderstandings, discipline problems, and feelings of low self-esteem. It may be helpful to show your whole class the video *New Moves;* which addresses ELLs and the transition to a new high school. Copies are available from the ESL department or you can watch it online at <http://www.newmoves.ca/videos.asp>
- Use visuals like pictures, symbols, and reward systems to communicate your expectations in a positive and direct manner.
- Physically model language to ELLs in classroom routines and instructional activities. ELLs will need to see you or their peers model behavior when you want them to sit down, walk to the bulletin board, work with a partner, copy a word, etc.
- Be consistent and fair with all students. Once ELLs clearly understand what is expected, hold them equally accountable for their behavior.

# BUILDING BRIDGES TO INCLUSION FOR ELLs



# Stages of Adjustment

1. During the first stage, ***initial enthusiasm***, newcomers may:
  - feel excitement, idealism, and eagerness;
  - have some anxiety about the future;
  - feel optimistic about the new country and new opportunities.
2. During the second stage, ***culture shock***, newcomers may:
  - experience confusion, misunderstandings, and anxiety;
  - see themselves as “observers”;
  - feel depressed and isolated;
  - demonstrate withdrawal, alienation, and in some cases, aggressive behaviour;
  - avoid contact with the mainstream culture or community.
3. During the third stage, ***recovery***, newcomers may:
  - have more constructive attitudes and feel less anxious;
  - speak better English and understand more;
  - try new behaviours and test limits.
4. During the fourth stage, ***integration***, newcomers may:
  - feel that their emotional equilibrium is restored;
  - show humour and trust;
  - be able to value both old and new cultures.

# Best Practices for Including ELLs in Regular Classes

## A PERIODIC TABLE OF VISUALIZATION METHODS

Data Visualization		Strategy Visualization		Information Visualization		Metaphor Visualization		Concept Visualization		Compound Visualization	
C	Ca	Co	Co	Ca	Ca	Ca	Ca	Ca	Ca	Ca	Ca
Tb	Ca	Me	Mm	Pa	Hy	Cy	T	Ve	Mi	Sq	Cc
Pi	L	Co	Fp	Es	Br	Fu	Ri	B	Ar	Sw	Gc
B	Ar	R	Pa	Hy	Cy	T	Ve	Mi	Sq	Cc	Ar
Hi	Sc	Sa	In	E	Pt	Fi	Cl	L	Py	Ge	Ti
Tk	Sp	Da	Tr	Cn	Sy	Df	Se	So	Sn	Fe	Ib
Cy	Process Visualization	None. Depending on your location and connection speed it can take some time to load a pop-up picture.									
Hy	Structure Visualization										
	Overview										
	Detail										
	Detail AND Overview										
	Divergent thinking										
	Convergent thinking										

## 1. Teach EVERYTHING using KEY VISUALS:

- Graphic Organizers
- Anchor Charts
- Exemplars
- Pictures
- Diagrams
- Pictographics
- Concrete Examples

[http://www.visual-literacy.org/periodic\\_table/periodic\\_table.html](http://www.visual-literacy.org/periodic_table/periodic_table.html)

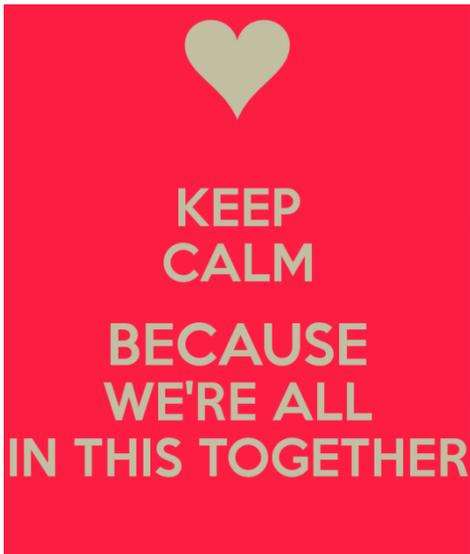
## 2. Use GROUP WORK strategically:

- Have a clearly illustrated/outlined plan for completion that students can refer to
  - Ensure the task is broken into steps or stages
  - Know how your ELL can contribute to the task (e.g. background knowledge, L1, artistic ability....)
    - Assign different roles to ELLs within the group to build new skills over time
    - Explicitly teach effective collaboration and problem solving
    - Alert students to common errors
    - Incorporate process in assessment
    - Make individuals accountable (combine group submission with individualized assignment)



# Best Practices for Including ELLs in Regular Classes

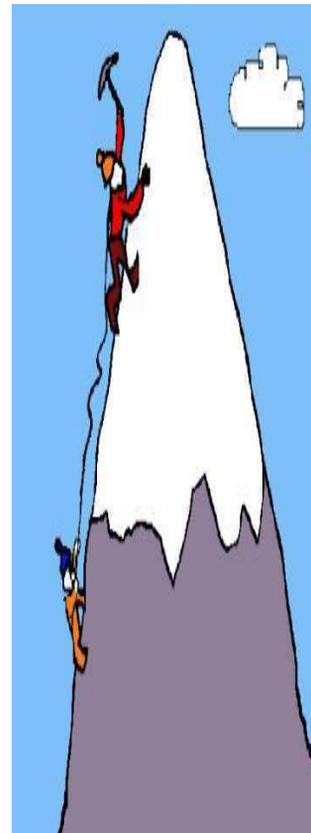
## 3. You are not alone so REACH OUT:



- The ESL Coordinator can provide information and consultation to help you understand how to teach and assess your ELL
- Other teachers are involved in supporting your student and may have ideas to share and problem solving tips
- Your Administrator can help you access support and guide you through processes like accessing translators for parent - teacher conferencing

## 4. Understand that fluency takes TIME :

- Some students go through a silent period in which they do not speak until they feel safe to make mistakes; accept this, but set a few small incremental goals to encourage speech.
- Let students use translation wherever helpful (electronically or through a same language peer)
- Recognize that ELLs progress at different rates depending on their prior knowledge, language and experiences, so don't judge their progress by another ELL's.
- Set small, reasonable goals based on the ELL's STEPs by modifying the content (reducing number and complexity) and providing accommodations.
- Celebrate when your goals are met; don't worry about what they haven't learned YET!



# Strategies for Integrating ESL/ELD Students Into the Academic and Social Environment of the Classroom

It is important for teachers to identify language that may be confusing to ESL/ELD students and to substitute clearer alternatives. Students learn language best when they can understand what is said by inference: that is, by making connections to what they already know. To help students do this, teachers can use the following techniques:

- **Simplify vocabulary.** Choose simple, straightforward words that are in everyday use. For example, most students will understand “Learn the new words” more easily than “Review the new vocabulary”.
- **Recycle new words.** Reintroduce new words in a different context or use recently learned words to introduce or expand a concept.
- **Simplify sentence structure.** Avoid complex sentences and passive verbs if possible. For example, instead of “The homework must be completed and handed in by Friday”, it would be better to say “You must finish the work and give it to me on Friday”.
- **Highlight key ideas and instructions.** Pause to get students’ attention before making an important point and make sure all students can see you. Use gestures for emphasis; raise pitch and volume slightly; repeat or rephrase, or ask a student to do so.
- **Review instructions and concepts** periodically with the class to reinforce students’ comprehension.
- **Provide notes that highlight key ideas and new words.** Use the chalkboard or post a chart in the classroom for ongoing reference. Provide a summary sheet so that students can refer to it when studying at home.
- **Give clear instructions.** Number and label the steps in an activity. Reinforce oral instructions for homework and projects with a written outline to help students who may not be able to process oral instruction quickly enough to understand fully.
- **Use many non-verbal cues.** Gestures, facial expressions, and mime will help learners grasp the meaning of what you are saying. Be aware, however, that some gestures (e.g., pointing at people) may have negative meanings in some cultures.
- **Make frequent use of a variety of concrete and visual supports.** These might include models, toys, math manipulatives, pictures, charts, flashcards, vocabulary lists, key visuals, posters, and banners. Demonstrate procedures and provide related hands-on activities.

- **Allow sufficient response time** when interacting orally with ESL/ELD learners. Students need time to think in the first language and compose a response in the second.
- **Check often for comprehension.** For example, at frequent intervals say, “Tell me what you have to do next”.
- **Provide bilingual support.** For students who are in the early stages of learning English, bilingual peers can clarify instruction, provide translations of key words that are difficult to explain in English, and help you to determine whether a student understands.
- **Speak naturally** and only slightly more slowly than for native speakers of English. ESL/ELD learners have to learn to recognize English as it is actually spoken. It may be necessary to explain contractions such as “don’t” and non-standard spoken forms such as “gonna”.
- **Use key visuals.** Key visuals are teacher-developed graphic organizers that show how ideas are related. T-charts, Venn diagrams, flow charts, story maps, time lines, and decision trees are examples of organizers that are not dependent on language knowledge and that promote the development of thinking skills such as classifying, relating cause and effect, comparing and contrasting, or following a sequence.
- **Be aware of figurative language.** For example, saying “Run that by me again” or “Now we’re cookin’!” may confuse second-language learners. Avoid using slang and unusual idioms with beginning ESL/ELD learners. With students who have progressed beyond the beginning stage, develop techniques for explaining the use of non-literal expressions: for example, post a list of the week’s idioms on a bulletin board.

# Successful Orientation to School Life in Ontario

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
<b>Developing</b>	Follow basic classroom routines Demonstrate awareness of school routines	Use basic classroom tools (scissors, rulers, markers, stapler, pencil sharpener, interactive white board)	Use class time to complete tasks with teacher support Follow instructions with teacher and L1 peer support	Work together with a partner to complete a task Participate in whole class and teacher-guided, small group learning opportunities	Use relevant knowledge and experiences to build on concepts Respond positively to new learning opportunities	Demonstrate an understanding of personal strengths and learning needs Recognize the role of feedback to improve learning
	Complete and submit class work with teacher prompting	Bring required materials to class with teacher prompting		Demonstrate awareness of sensitivity and courtesy in a diverse school and community		
	Attempt homework	Use a standard page and notebook/binder format with teacher support Use tools to organize time, materials, and tasks following a teacher model				
<b>Building</b>	Follow classroom routines Locate and use school services Complete and submit class work Complete daily homework	Select and use appropriate classroom tools Bring required materials to class Use a standard page and notebook/binder format Use teacher selected tools to organize time, materials and tasks	Use class time to complete tasks Follow instructions with some teacher and L1-peer support	Work together to complete a task in a small group Contribute to whole class and teacher-directed group work Show sensitivity and courtesy in a diverse school and community	Demonstrate confidence that academic goals are achievable Approach, with curiosity, new opportunities for learning that incorporate a variety of teaching strategies	Set goals and use teacher identified strategies to achieve goals Incorporate feedback to improve learning

Learning Skills	Responsibility	Organization	Independent Work	Collaboration	Initiative	Self Regulation
<b>Consolidating</b>	<p>Explain classroom routines to a new student</p> <p>Locate and use community services</p> <p>Complete and submit multi-stage assignments with teacher monitoring</p> <p>Complete daily homework and missed work</p>	<p>Organize and maintain notebook/binder</p> <p>Use tools to organize time, materials, and tasks</p>	<p>Use class time to complete complex tasks</p> <p>Follow instructions with occasional teacher and L1-peer support</p> <p>Work effectively in a variety of locations</p>	<p>Share information, resources, and expertise to complete a group task</p> <p>Work with others to clarify and achieve group goals</p> <p>Acknowledge ideas, opinions, values and traditions of others</p>	<p>Challenge self and take risks as a learner</p> <p>Look for new opportunities for learning within the school and community</p>	<p>Set realistic goals, identify strategies, persevere over time, and monitor progress</p> <p>Seek feedback to improve learning</p>
<b>Sustaining</b>	<p>Complete and submit a multi-stage assignment with a timeline</p>	<p>Establish priorities, identify and use information to complete tasks</p>	<p>Monitor and prioritize class time to complete complex tasks in a variety of situations</p>	<p>Accept various roles and complete an equitable share of work in a group</p> <p>Work with others to resolve conflict and build consensus</p>	<p>Recognize and advocate for the rights of self and other learners</p>	<p>Set challenging goals, select strategies, persevere, and self - reflect</p> <p>Seek a variety of feedback sources to improve learning including self and peer assessment</p>

# **INITIAL ASSESSMENT**

## Initial Assessment:

- Principals will contact the ESL Coordinator to arrange an initial assessment of the ELLs English language proficiency. Parental consent for this testing is not required because English is the language of instruction in Ontario schools and the assessment of English language skills is a regular part of program planning and assessment for all students. The ESL Coordinator is a qualified teacher who is a specialist in ESL/ELD.
- **The ESL Coordinator will assess and then document the results of the assessment by initiating an ESL /ELD Plan for all ELLs that require program modifications.** This plan will provide a method for the documentation of program adaptation by classroom teachers until the student reaches full academic fluency in English.
- The initial assessment will identify students in the earliest stages of English language acquisition and indicate their strengths and next steps using the **STEPS tools** provided by the Ministry of Education.
- Following the initial assessment the ESL Coordinator will ask the school secretary to record whether or not a student is ESL or ELD in Maplewood.
- The ESL Coordinator may also perform other language testing, including a numeracy assessment, if required; the results of the tests will be shared with the principal or his/her designate to support student success.
- After the initial assessment of the ELLs and their placement on the **STEPS continua**, classroom teachers will monitor their progress over time using the **ESL or ELD Steps charts** provided. **Every June** teachers will record their assessment of the student's Steps level to support ongoing assessment and program planning and to determine if program adaptations will be required in the next grade.

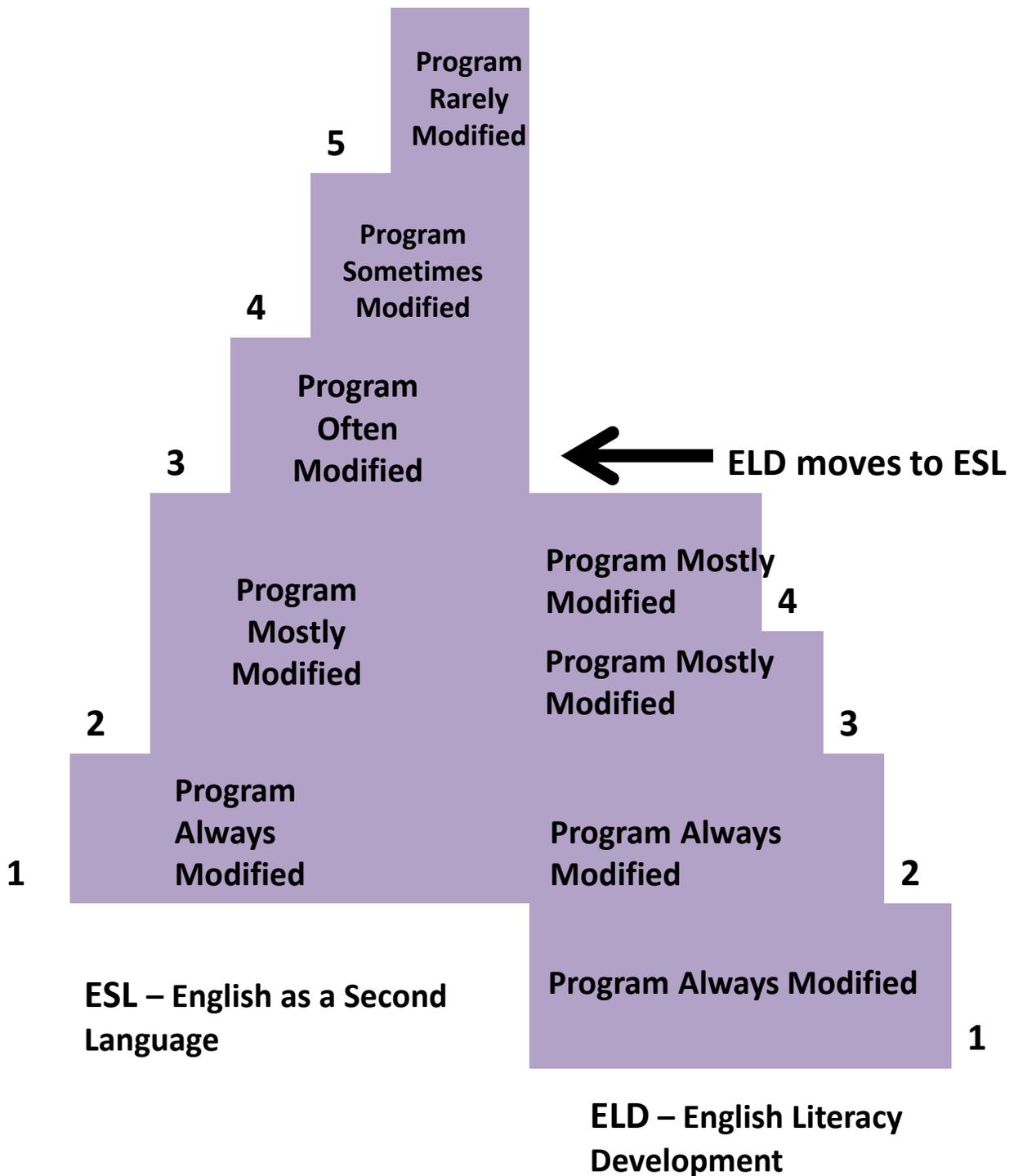
**S**teps

**T**o

**E**nglish

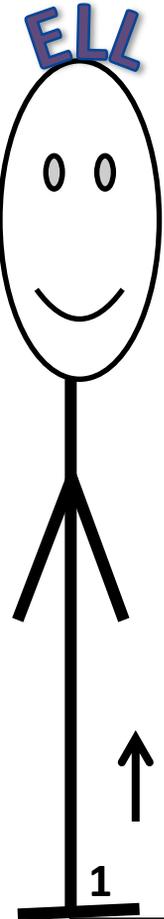
**P**roficiency

6  
Academic Fluency: No Program Adaptations



# Steps to English Language Proficiency

## Why is the first step so difficult for ELLs in the ELD Program?



ESL – English as a Second Language

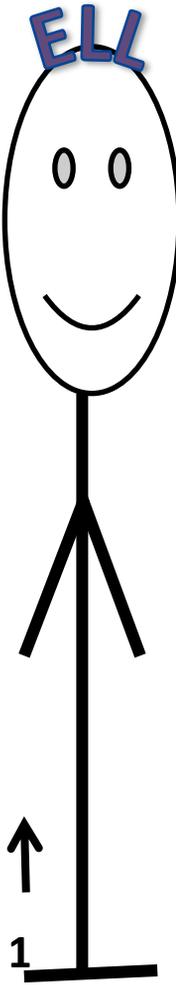
3 ↑

Challenges will continue for both ESL and ELD students, but as their skills and competence in English improves, so too will their confidence and sense of hope.

← 4

ESL – students need to learn basic English for survival: colours, numbers, time/calendar, weather, school environment & objects, nouns and verb phrases, greetings,.... They may need to rely on translation to help them interpret text and participate in writing. Getting used to a new school, making friends, moving into a new home, and learning how they can participate in the new environment are the main challenges for the ELL.

ELD – students need to learn about being in a school setting: rules and routines, behavioural expectations, focus and attention, listening for learning.... They will be learning basic literacy for the first time; phonemic awareness, direction of print, purpose of print, sound/symbol associations, phonics, decoding, reading strategies.... For many, fine and gross motor skills are not appropriately developed for school and they will have to learn how to hold a pencil, use scissors, rulers, tape.... Games and how to play safely may be new concepts.... All this in addition to learning basic English for survival purposes! The challenges for ELDs may also include dealing with PTSD, malnutrition, trauma, poverty, family breakdown, depression and other serious stresses.



ELD – English Literacy Development

# Steps to English Language Proficiency

# STEP 1 ELLS In Grade 1 Are Learning To:

## ORAL

- use single words and gestures to communicate
- respond to simple instructions in familiar contexts appropriately
- follow routines
- use some words and phrases appropriate to social/personal needs and conventions: i.e. greetings, asking permission,...

## READING

- recognize the relationship between alphabet letters and sounds in print
- remember the letter sounds both in isolation and in context
- distinguish between upper and lower case letters
- use letter sounds to make simple words (early word families)
- use pictures to comprehend text
- use initial sounds, phonics and some sight words to read and comprehend text
- recognize some features of text to understand that texts have structure and purpose: i.e. titles, author, page numbers, illustrations
- make some predictions about text based on picture clues
- read a few pattern books
- make connections to self from some texts
- recognize and use preprimer sight words
- use pictures and simple words/labels to follow directions and routines
- use pictures, gestures and simple words to respond to text

## WRITING

- print the alphabet
- use capitals for names and the beginning of sentences
- follow a pattern to create sentences
- use early phonics and sight words to create simple sentences with invented spelling
- use a period to end a sentence
- use pronouns me/I/my/you
- use what and who
- correctly spell some sight words (preprimer dolch) and familiar words such as their name
- use word walls and other resources to self correct some of their errors
- retell some portions of a familiar story or informational sequence using pictures, pattern sentences, and familiar words.

## STEP 2 ELLS In Grade 1 Are Learning To:

### ORAL

- use phrases, simple sentences and gestures to communicate
- respond to step by step instructions in familiar contexts appropriately
- follow routines and participate in groups with some prompts
- use some simple sentences and some descriptive phrases to participate in classroom and playground activities
- use articles and pronouns accurately in speech

### READING

- recognize vowels and vowel sounds in different contexts
- use letter sounds to make words (word families)
- use pictures and familiar words to comprehend text
- use blends, some prefixes and suffixes to read and comprehend text (un, ed, est)
- recognize some features of text to understand that texts have structure and purpose: i.e. table of contents, bold, underline, colour
- make some predictions about text based on picture and word clues
- read a few books at levels a-d
- make connections to self and other text from readings
- recognize and use primer sight words
- use pictures and simple sentences to follow directions and routines
- use pictures, simple words and sentences to respond to text

### WRITING

- print legibly
- use capitals for proper nouns and the beginning of sentences
- create simple sentences using some word families and sight words with invented spelling
- use a period, question mark or exclamation point to end a sentence
- correctly spell some sight words (primer dolch) and familiar words from the classroom
- correctly use simple present and past tense verb to be : is, was
- correctly use he/she, him/her /they/them in familiar contexts
- use articles : a, an, the
- use adjectives for colour and number
- use where and when
- use word walls and other resources to self correct some of their errors
- retell some a familiar story or informational sequence using pictures, simple sentences, and some transition words.

## STEP 3 ELLS In Grade 1 Are Learning To:

### ORAL

- use simple sentences and gestures to communicate
- respond to step by step instructions in familiar contexts appropriately
- follow routines and participate in groups with some prompts
- use some simple sentences and some descriptive phrases to participate in classroom and playground activities
- use articles and pronouns accurately in speech

### READING

- recognize vowels and vowel sounds in different contexts
- use letter sounds to make words (word families)
- use pictures and familiar words to comprehend text
- use blends, some prefixes and suffixes to read and comprehend text (un, ed, est)
- recognize some features of text to understand that texts have structure and purpose: i.e. table of contents, bold, underline, colour
- make some predictions about text based on picture and word clues
- read a few books at levels a-d
- make connections to self and other text from readings
- recognize and use primer sight words
- use pictures and simple sentences to follow directions and routines
- use pictures, simple words and sentences to respond to text

### WRITING

- print legibly
- use capitals for proper nouns and the beginning of sentences
- create simple sentences using some word families and sight words with invented spelling
- use a period, question mark or exclamation point to end a sentence
- correctly spell some sight words (primer dolch) and familiar words from the classroom
- correctly use simple present and past tense verb to be : is, was
- correctly use he/she, him/her /they/them in familiar contexts
- use articles : a, an, the
- use adjectives for colour and number
- use where and when
- use word walls and other resources to self correct some of their errors
- retell some a familiar story or informational sequence using pictures, simple sentences, and some transition words.

# Resources to Support STEP 1 Reading and Writing Development

## STEP 1 Reading

ELEMENT	OLB	RESOURCES
<p><b>Meaning Understand and respond to texts, using strategies</b></p>	<p>Demonstrate understanding by retelling information from a highly visual text by using a combination of visuals, L1, and English</p>	<p>Books for Young Children: very short stories for kids to view online with colourful illustrations and some sound effects.  <a href="http://www.magickeys.com/books/index.html">http://www.magickeys.com/books/index.html</a></p>
		<p>Clifford Stories to view online with audio and animation.  <a href="http://pbskids.org/clifford/stories/index.html">http://pbskids.org/clifford/stories/index.html</a></p>
		<p>Translator: the best one I have found for quick translation that offers many languages and scripts - designed to work on iPods, you can also connect through any desktop computer.  <a href="http://translator.worldclockr.com/">http://translator.worldclockr.com/</a></p>
	<p>Make connections by matching words and pictures</p>	<p>Enchanted Learning :Word/Letter and Picture Matching activity sheets  <a href="http://www.enchantedlearning.com/alphabet/matchwordsandpix/">http://www.enchantedlearning.com/alphabet/matchwordsandpix/</a></p>
		<p>Many Things.Org : Online , interactive picture/word matching activities  <a href="http://www.manythings.org/lulu/">http://www.manythings.org/lulu/</a></p>
		<p>Kids Front: Letter and picture matching activity sheets:  <a href="http://kidsfront.com/activity-books/a.html">http://kidsfront.com/activity-books/a.html</a></p>
	<p>Use concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, upper and lower case letters)</p>	<p>Alphabet Activities from Enchanted Learning :  <a href="http://www.enchantedlearning.com/themes/abc.shtml">http://www.enchantedlearning.com/themes/abc.shtml</a></p>
		<p>Phonics and Phonemic Awareness from Tampa Reads:  <a href="http://www.tampareads.com/phonics/phonicsindex.htm">http://www.tampareads.com/phonics/phonicsindex.htm</a></p>
		<p><u>Making Letters</u>: Handwriting for Kids provides animations to show how to form the letters - has arrows to guide as well!  <a href="http://www.handwritingforkids.com/handwrite/cursive/animation/uppercase.htm">http://www.handwritingforkids.com/handwrite/cursive/animation/uppercase.htm</a></p>

# STEP 1 Reading

ELEMENT	OLB	RESOURCES
<p><b>Form and Style</b> Use text features, text forms, and style to construct meaning</p>	<p>Locate information in a text, using visual cues</p>	<p>Early Reading from Reading AtoZ: <a href="http://www.readinga-z.com/">http://www.readinga-z.com/</a></p>
		<p>Easy Reading material from Starfall : <a href="http://www.starfall.com/">http://www.starfall.com/</a></p>
		<p>Family Treasures Dual Language Project: <a href="http://www.duallanguageproject.com/">http://www.duallanguageproject.com/</a> Thornwood School Dual Language Books: <a href="http://thornwoodps.dyndns.org/dual/index.htm">http://thornwoodps.dyndns.org/dual/index.htm</a></p>
		<p>Simple picture and pattern sentence books from Enchanted Learning: <a href="http://www.enchantedlearning.com/books/">http://www.enchantedlearning.com/books/</a></p>
<p><b>Fluency</b> Read and understand familiar and unfamiliar words and phrases, and expand vocabulary</p>	<p>Recognize and comprehend high frequency words in a few contexts (e.g., calendar, class chart) Decode unfamiliar words in highly illustrated texts by making sound-symbol connections</p>	<p>Songs that build phonological awareness from Songs for Teachers: <a href="http://www.songsforteaching.com/phonemicawareness.htm">http://www.songsforteaching.com/phonemicawareness.htm</a></p>
		<p>Clifford Reading : <a href="http://pbskids.org/clifford/stories/index.html">http://pbskids.org/clifford/stories/index.html</a></p>
		<p>Ideas for Teaching Reading from Reading Resource : <a href="http://www.readingresource.net/readingactivities.html">http://www.readingresource.net/readingactivities.html</a></p>
		<p>Decodable Books Written by Teachers : <a href="http://www.auburn.edu/academic/education/reading_genie/teacherbooks.html">http://www.auburn.edu/academic/education/reading_genie/teacherbooks.html</a></p>

# STEP 1 Writing

Element	OLB – STEP 1 WRITING	Resources
<p><b>Developing and Organizing Content</b></p> <p>Engage in prewriting to generate ideas and Information</p> <p>Organize ideas and information</p>	<p>Generate ideas by answering simple questions about personal experiences in L1 or English (e.g., using a word web, drawings, or illustrations)</p>	<p>5 W's chart from Eduplace:  <a href="http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf">http://www.eduplace.com/graphicorganizer/pdf/5Ws.pdf</a>            5 W's charts from Enchanted Learning:  <a href="http://www.enchantedlearning.com/graphicorganizers/5ws/">http://www.enchantedlearning.com/graphicorganizers/5ws/</a></p>
		<p>My Name Book:  <a href="http://eslpart1.weebly.com/uploads/4/7/6/1/4761206/namebooks.pdf">http://eslpart1.weebly.com/uploads/4/7/6/1/4761206/namebooks.pdf</a></p>
	<p>Use sentence starters provided by the teacher to organize ideas            Organize ideas by sequencing pictures</p>	<p>ESLFlow.com: Picture writing exercises  <a href="http://www.eslflow.com/picturelessonsandteachingideas.html">http://www.eslflow.com/picturelessonsandteachingideas.html</a></p>
		<p>Power Point Book : from Vicki Blackwell's site  <a href="http://www.vickiblackwell.com/makingbooks/pptbooks.html">http://www.vickiblackwell.com/makingbooks/pptbooks.html</a>            My PPB template sample:</p>
		<p>Story Sequence pictures from abcteach:  <a href="http://www.abcteach.com/directory/childhood/reading/story_sequence/">http://www.abcteach.com/directory/childhood/reading/story_sequence/</a></p>

# STEP 1 Writing

<b>Form and Style</b> <b>Incorporate a variety of text forms and features in writing</b>	<b>Contribute to individual or collective short language experience stories, using personally relevant English words</b>	<b>Developing a Language Experience Story – teacher Guide from Bank Street College:</b> <a href="http://www.bnkst.edu/literacyguide/story.html">http://www.bnkst.edu/literacyguide/story.html</a>
		Good night stories <a href="http://www.goodnightstories.com/madlib.htm">http://www.goodnightstories.com/madlib.htm</a>
		Sample Fill in the Blank style story making from Hope Vestergaard: <a href="http://www.hopevestergaard.com/FillInTheBlankWorkshop.pdf">http://www.hopevestergaard.com/FillInTheBlankWorkshop.pdf</a>
<b>Language Conventions</b> <b>Spell familiar and unfamiliar words, using a variety of strategies</b>	Write key personal information (e.g., name, birthday) in English and/or L1 Write high-frequency words used in the classroom	Introducing Me Book : <a href="http://eslpart1.weebly.com/uploads/4/7/6/1/4761206/introducing_me_book.pdf">http://eslpart1.weebly.com/uploads/4/7/6/1/4761206/introducing_me_book.pdf</a>
		High Frequency Word Activities from Reading Resource.Net: <a href="http://www.readingresource.net/sightwords.html">http://www.readingresource.net/sightwords.html</a>
		Dolch Word Activities from Enchanted Learning: <a href="http://www.enchantedlearning.com/dolch/">http://www.enchantedlearning.com/dolch/</a>
<b>Choose words that convey specific meaning and add interest to the writing</b>	Write words to label pictures	ESL Label Me Printouts from Enchanted Learning : <a href="http://www.enchantedlearning.com/label/simple.shtml">http://www.enchantedlearning.com/label/simple.shtml</a>
		Easy vocabulary Quizzes from TESLJ : <a href="http://iteslj.org/v/ei/">http://iteslj.org/v/ei/</a>

# STEP 1 Writing

Element	OLB – STEP 1 WRITING	Resources
<b>Write with fluency, using a variety of sentence structures</b>  <b>Use grammatical structures appropriate to the purpose</b>	Write simple sentences following patterns provided by the teacher, using pre-taught or sight vocabulary	Enchanted Learning <a href="http://www.enchantedlearning.com/books/">http://www.enchantedlearning.com/books/</a>
		Creating Sentences with Patterns from Peace Resource : <a href="http://www.angelfire.com/blues/writing/sentence_pattern.html">http://www.angelfire.com/blues/writing/sentence_pattern.html</a>
	Use orientation of English print Use upper and lower case letters Use capital letters to begin sentences Use some personal pronouns and simple verb tenses	Handwriting for kids: make your own worksheets <a href="http://www.handwritingforkids.com/handwrite/manuscript/javascrpts/my8linestext.htm">http://www.handwritingforkids.com/handwrite/manuscript/javascrpts/my8linestext.htm</a>
		Ideas for Teaching about Capitals from AtoZ Teacherstuff: <a href="http://forums.atozteacherstuff.com/showthread.php?t=72890">http://forums.atozteacherstuff.com/showthread.php?t=72890</a> Capitilization worksheets from A-Z worksheets: <a href="http://www.a-z-worksheets.com/capitalization-rules.html">http://www.a-z-worksheets.com/capitalization-rules.html</a>
	Action Verb Picture Cards from Focused ELD: <a href="http://focusedeld.wikispaces.com/Action+Verb+Picture+Cards">http://focusedeld.wikispaces.com/Action+Verb+Picture+Cards</a>	
	Video/Song for learning pronouns from U Tube: <a href="http://www.youtube.com/watch?v=SWnc1HSCvRY">http://www.youtube.com/watch?v=SWnc1HSCvRY</a>	

## STEP 1 Writing

<p><b>Write with fluency, using a variety of sentence structures</b></p> <p><b>Use grammatical structures appropriate to the purpose</b></p>	<p><b>Write simple sentences following patterns provided by the teacher, using pre-taught or sight vocabulary</b></p>	<p><b>Enchanted Learning</b> <a href="http://www.enchantedlearning.com/books/">http://www.enchantedlearning.com/books/</a></p>
<p><b>Revising Revise for content and clarity</b></p>	<p>Use teacher feedback and classroom resources to make corrections to individual words (e.g., word wall, anchor charts)</p>	<p>My Editing Book : <a href="http://eslpart1.weebly.com/uploads/4/7/6/1/4761206/editing_book.pdf">http://eslpart1.weebly.com/uploads/4/7/6/1/4761206/editing_book.pdf</a></p> <p>Spelling and Grammar Activities from Syvum: <a href="http://www.syvum.com/kes1/">http://www.syvum.com/kes1/</a></p>

# Apps for Supporting ELLs in Step 1

PURPOSE	APP		
Translation that allows you scan, speak or write and translate	<b>Google Translate</b> 	<b>Speak &amp; Translate</b> 	<b>Scan and Translate</b> 
Learn vocabulary	<b>Kids Picture Dictionary</b> 	<b>Giant Picture Dictionary</b> 	
Learn letters	<b>ABC Magic 2</b>		
Practise sounds	<b>ABC MAGIC PHONICS 5-Connecting Sounds, Letters and Pictures</b>		
Make words	<b>ABC Phonics Word Family</b>		
Practise Phonics	<b>READING MAGIC- Learning to Read Through Advanced Phonics Games</b>		
Learn to use simple phonics to make words step by step	<b>Hooked on Phonics Learn to Read</b>		
Learn to write/spell sight words	<b>Sight Words by Little Speller</b>		
Learn sight words	<b>Sight Words Flash Cards</b>		

Learn sight words	<b>Sight Words Flash Cards</b>	
Listen to Sight Word stories, read along, take a quiz	<b>Sight Words Stories</b>	
Learn to comprehend stories and story elements	<b>Aesop's Quest</b> 	<b>Learn With Homer</b> 
Learn how to Print letters and numbers	<b>iWrite Words</b>	
Build and read simple sentences: short vowel sounds	<b>SENTENCE READING MAGIC</b>	
Build and read simple sentences: consonant blends	<b>SENTENCE READING MAGIC-2</b>	

# Grammar Chart for Intermediate ESL Students

<b>STEP 1</b>	Uses complete, simple sentences	
	Begins with Capital letter and uses Capitals for proper nouns	
	Ends with period, question mark or exclamation point	
	Simple present and past verb forms used correctly	
	Conjunctions: and, but, because, or	
	Uses high frequency simple nouns and pronouns accurately	
	Articles: a, an, the	
	Prepositions: in, on, at, under, beside, to, from, before, after	
<b>STEP 2</b>	Uses a series of simple and compound sentences	
	Paragraphs have beginning, middle and conclusion	
	Uses infinitive, progressive past and future verbs, and irregular verbs	
	Uses adverbs, adjectives and compound nouns	
	Uses coordinating conjunctions and transitional words/phrases	
	Uses comma: for items in a list; for direct speech	
	Uses quotation marks	
	Uses period with high-frequency abbreviations	
<b>STEP 3</b>	Writes a series of linked paragraphs	
	Uses a colon and parenthesis correctly	
	Consistent subject-verb agreement	
	Most simple verb tenses maintained consistently	
	Adjective and adverb phrases used well	
	Appropriate use of concluding and introductory phrases	
	Uses a variety of compound and complex sentences	
	Uses low frequency words accurately	
<b>STEP 4</b>	Uses formal essay structure	
	Accurately uses hyphen, colon, semi-colon, apostrophe, quotation marks, and parentheses	
	Uses abstract nouns	
	Consistently maintains progressive, conditional and passive verb forms, and uses gerunds and modals correctly	
	Effectively uses a series of adjectives and adverbs to describe	
	Self corrects and edits work for accuracy and consistency	

# Reading and Writing Suggestions for ESL/ELD STEP 1

purpose	website	app
Learn letters	<a href="http://pbskids.org/games/abc/">http://pbskids.org/games/abc/</a>	<b>ABC Magic 2</b>
Practise sounds		<b>ABC MAGIC PHONICS 5-Connecting Sounds, Letters and Pictures</b>
Make words	<a href="http://www.kizphonics.com/materials/phonics-games/">http://www.kizphonics.com/materials/phonics-games/</a>	<b>ABC Phonics Word Family</b>
Practise Phonics		<b>READING MAGIC-Learning to Read Through Advanced Phonics Games</b>
Learn to use simple phonics to make words step by step		<b>Hooked on Phonics Learn to Read</b>
Learn to write/spell sight words	<a href="http://www.abcya.com/dolch_sight_word_spelling.htm">http://www.abcya.com/dolch_sight_word_spelling.htm</a>	<b>Sight Words by Little Speller</b>
Learn sight words	<a href="http://www.dolchword.net/dolch-word-games.html">http://www.dolchword.net/dolch-word-games.html</a> <a href="http://www.primarygames.com/langarts/sightwords/">http://www.primarygames.com/langarts/sightwords/</a>	<b>Sight Words Flash Cards</b>
Listen to Sight Word stories, read along, take a quiz	<a href="http://www.netrover.com/~kingskid/storyall/Dolch_Reading_Books.htm">http://www.netrover.com/~kingskid/storyall/Dolch_Reading_Books.htm</a>	<b>Sight Words Stories</b>
Build and read simple sentences: short vowel sounds	<a href="http://www.primarygames.com/langarts/simplesentences/">http://www.primarygames.com/langarts/simplesentences/</a>	<b>SENTENCE READING MAGIC</b>
Build and read simple sentences: consonant blends	<a href="http://www.eslgamesplus.com/present-simple-tense-action-verbs-interactive-monkey-game/">http://www.eslgamesplus.com/present-simple-tense-action-verbs-interactive-monkey-game/</a>	<b>SENTENCE READING MAGIC-2</b>

# **ELD (English Literacy And Development) STEPS**

# ELD

Literacy in a first language can positively influence the process of learning a second language. (ESL) students who are literate in another language have more background knowledge and skills to draw on to support them in learning a second language.

(ELD) students may enter ... schools with limited and/or interrupted schooling. Some may come from rural communities where literacy and schooling were not emphasized, while others may come from countries where political turmoil prevented them from attending school regularly. Some may have had no prior school experiences.

These students face the additional challenge of learning appropriate school behaviors and expectations at the same time they are learning English and content-area concepts. Recent preliminary research indicates that students with such backgrounds and no first language support may take from seven to ten years to achieve academic parity with their peers (Thomas & Collier, 2002).

# STEP 1 - ELD - GRAMMAR CHART

<b>Nouns</b>	<ul style="list-style-type: none"> <li>•count: singular and plural of regular and high-frequency irregular nouns (e.g., <i>table/tables, child/children</i>)</li> <li>•articles <i>a, an, the</i></li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>•Cardinal (1-100)</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>•subject: <i>I, you, he, she, it, we, they</i></li> <li>•object: <i>me, you, him, her, it, us, them</i></li> <li>•demonstrative: <i>this/these, that/those</i></li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>•<i>be</i> (e.g., <i>I am a student.</i>)</li> <li>•<i>there is/are</i></li> <li>•<i>have</i> (e.g., <i>I have a sister.</i>)</li> <li>•<i>can</i>: for ability and permission (e.g., <i>I can dance. I can go to the dance.</i>)</li> <li>•simple present (e.g., <i>I live in Canada.</i>)</li> <li>•simple past regular verbs (e.g., <i>They talked to me.</i>)</li> <li>•simple past high-frequency irregular verbs (e.g., <i>He came late.</i>)</li> <li>•simple future (e.g. <i>We will meet in the library.</i>)</li> <li>•present progressive (e.g., <i>She is sitting.</i>)</li> <li>•contractions with <i>be, do</i> (e.g., <i>She's sitting. We don't like that music.</i>)</li> <li>•imperative forms (e.g., <i>Come in. Sit down.</i>)</li> <li>•<i>let's</i> (e.g., <i>Let's ask the teacher.</i>)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>•possessive: <i>my, your, his, her, its, our, their</i></li> <li>•high-frequency (e.g., <i>red, big, rainy, young, Canadian, round</i>)</li> <li>•comparative/superlative (e.g., <i>taller/tallest; happier/happiest</i>)</li> <li>•<i>some, any, every, all</i></li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>•high-frequency (e.g., <i>slowly, fast, quickly</i>)</li> <li>•some adverbs of frequency and time (e.g., <i>then, always, never, sometimes</i>)</li> <li>•<i>too</i></li> </ul>
<b>Transition words and phrases</b>	<ul style="list-style-type: none"> <li>•conjunctions: <i>and, but, or, because</i></li> </ul>
<b>Question forms</b>	<ul style="list-style-type: none"> <li>•<i>yes/no</i> (e.g., <i>Are you a student? Yes, I am/No, I'm not.</i>)</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>•be in simple present (e.g., <i>He is not here/He isn't here.</i>)</li> </ul>
<b>Prepositions of location /time</b>	<ul style="list-style-type: none"> <li>•(e.g., <i>in, on, at, under, beside, on the right/left</i>)</li> <li>•of direction (e.g., <i>to, from</i>)</li> <li>•Of time (e.g., <i>at, before, after, on, in</i>)</li> </ul>
<b>Sentences simple sentence:</b>	<ul style="list-style-type: none"> <li>•subject + verb + object</li> <li>•(e.g., <i>She reads books. </i>)</li> </ul>
<b>Transition words and phrases</b>	<ul style="list-style-type: none"> <li>•conjunctions: <i>and, but, or, because</i></li> </ul>

## STEP 1 – ELD - Writing Conventions

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>•final punctuation: period, question mark</li> <li>•apostrophe for contractions (e.g., <i>I'm happy.</i>)</li> </ul>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>•first word in a sentence</li> <li>•names of people and places</li> </ul>

## STEP 2 - ELD - GRAMMAR CHART

<b>Nouns</b>	<ul style="list-style-type: none"> <li>•count: high-frequency irregular forms (e.g., <i>child/children</i>) non-count (e.g., no plural form – <i>water, ice, bread, sugar, money, paper</i>)</li> <li>•possessive form of proper nouns (e.g., <i>Paulo’s hat.</i>)</li> <li>•ordinal numbers for dates (e.g., <i>the first, the twenty-ninth</i>)</li> <li>•articles <i>a, an, the</i></li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>•demonstrative: <i>this, these, that, those</i></li> <li>•reflexive: <i>myself, yourself, himself, herself, itself, ourselves, yourselves, themselves</i></li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>•simple present (e.g. <i>We study science.</i>)</li> <li>•present progressive (e.g., <i>They are studying science.</i>)</li> <li>•simple past regular/irregular (e.g., <i>I bought a magazine yesterday. They played tennis all afternoon. We went to a restaurant last night.</i>)</li> <li>•<i>there was/were</i></li> <li>•simple future (e.g., <i>I will call you tomorrow.</i>)</li> <li>•future with <i>going to</i> (e.g., <i>They’re going to be late.</i>)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>•possessive (e.g. <i>We ate at their house.</i>)</li> <li>•comparative/superlative (e.g., <i>taller/tallest</i>)</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>•modifying adjectives (e.g., <i>very tall, really late</i>)</li> <li>•of frequency and time (e.g., <i>already, sometimes, often, always, never, today, then, last</i>)</li> </ul>
<b>Transition words and phrases</b>	<ul style="list-style-type: none"> <li>•conjunctions: <i>because, so, first, next</i></li> </ul>
<b>Question forms</b>	<ul style="list-style-type: none"> <li>•“wh” questions (e.g., <i>what, where, when, who, why</i>)</li> <li>•<i>how</i></li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>•<i>be, do in simple past</i> (e.g., <i>They weren’t ready. We didn’t like that story.</i>)</li> </ul>
<b>Prepositions of location /time</b>	<ul style="list-style-type: none"> <li>•(with simple phrasal verbs (e.g., <i>take off, put on, put away, turn on/off, get up, wait for, look for, look at, talk over</i>)</li> </ul>
<b>Sentences simple sentence:</b>	<ul style="list-style-type: none"> <li>•subject + verb + object</li> <li>•(e.g., <i>She reads books. </i>)</li> </ul>
<b>Transition words and phrases</b>	<ul style="list-style-type: none"> <li>•simple (subject + verb + object or prepositional phrase) (e.g., <i>She reads books. She reads in the classroom.</i>)</li> <li>•compound with <i>and</i> (e.g., <i>She reads books, and she also plays sports.</i>)</li> </ul>

## STEP 2 – ELD - Writing Conventions

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>•comma (for items in a list)</li> <li>•exclamation mark</li> <li>•apostrophe for possessive forms (e.g., <i>Paulo’s hat, the children’s ball</i>)</li> </ul>
<b>Capitalization</b>	<ul style="list-style-type: none"> <li>•proper nouns</li> </ul>

## STEP 3 - ELD - GRAMMAR CHART

<b>Nouns</b>	<ul style="list-style-type: none"> <li>•count: various irregular forms (e.g., mice, knives, sheep, clothes)</li> <li>•compound (e.g., city street, school library, summer holiday)</li> <li>•possessive forms (e.g., The girl's bag. The girls' bags.)</li> <li>•gerunds for activities and pastimes (e.g., skating, swimming, fishing)</li> <li>•ordinal numbers (e.g., first, hundredth)</li> <li>•articles a, an, the, no article</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>•possessive: mine, yours, his, hers, its, ours, theirs</li> <li>•indefinite: some, no, any, every + body/thing</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>•past progressive (e.g., She was saying goodbye.)</li> <li>•modals: have to/must/can (e.g., I have to go.)</li> <li>•would like + noun phrase (e.g. We would like more time.)</li> <li>•want/start/like + infinitive (e.g., They wanted to go home.)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>•irregular comparative/superlative (e.g., better/best, worse/worst)</li> <li>•of quantity (e.g., a little, a lot of, some of, much, many)</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>•of manner (e.g., quietly, sadly, kindly, carefully)</li> </ul>
<b>Transition words and phrases</b>	<ul style="list-style-type: none"> <li>•first of all, secondly, in the beginning, as well, also, in addition, finally</li> <li>•conjunctions: as, when, if, while, that</li> </ul>
<b>Question forms</b>	<ul style="list-style-type: none"> <li>•inverted word order: verb + subject (e.g., Was he studying? Did she leave?)</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>•<i>be, do, can in past tenses (e.g. We could not/couldn't finish on time.)</i></li> <li>•<i>will (e.g., He won't go to the game.)</i></li> </ul>
<b>Prepositions of location /time</b>	<ul style="list-style-type: none"> <li>•with phrasal verbs (e.g., give up, look after, look up, talk over, get along, take off)</li> </ul>
<b>Sentences simple sentence:</b>	<ul style="list-style-type: none"> <li>•compound (e.g., She reads magazines, but she doesn't like novels.)</li> <li>•direct speech (e.g., "Welcome to the school," said the teacher.)</li> </ul>

## STEP 3 – ELD - Writing Conventions

<b>Punctuation</b>	<p>comma to set off parenthetical clauses (e.g., presenting research information: Alberta, which has a lot of oil and gas, also has some of the highest mountains in Canada.)</p> <p>quotation marks for direct speech</p> <p>apostrophe for possessive forms (e.g., The girl's bag. The girls' bags.)</p>
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## STEP 4 - ELD - GRAMMAR CHART

<b>Nouns</b>	<ul style="list-style-type: none"> <li>•collective (e.g., team, group, family, crowd) + verb agreement</li> </ul>
<b>Numbers</b>	<ul style="list-style-type: none"> <li>• all cardinal and ordinal numbers</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>•indefinite (e.g., some, no, any, every + one)</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>•present perfect (e.g., They have just/already left.)</li> <li>•present perfect progressive (e.g., What have you been doing?)</li> <li>•modals: could, would, should (e.g., I couldn't see anything.)</li> <li>•conditional: type 1/ probable (e.g., If it rains, we will stay home.)</li> <li>•used to (e.g., They used to go to Montreal.)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>•comparative/superlative with more, most (e.g., more useful, most useful)</li> <li>•other, another, each</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>•adjectives + ly (e.g., happily, truly, extremely, beautifully)</li> </ul>
<b>Transition words and phrases</b>	<ul style="list-style-type: none"> <li>•in contrast, in conclusion, yet, furthermore</li> <li>•conjunctions: before, after, when, then, while</li> </ul>
<b>Question forms</b>	<ul style="list-style-type: none"> <li>•“wh” questions with a few different verb tenses (e.g., What was he studying?)</li> <li>•Why has the music stopped?)</li> <li>•with modals (e.g., Should we take the bus?)</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>•<i>with a few different verb tenses (e.g., He wasn't playing soccer. They didn't bring lunch.)</i></li> </ul>
<b>Prepositions of location /time</b>	<ul style="list-style-type: none"> <li>•(with a variety of phrasal verbs (e.g., be away, be back, be for, be over, be up; ask about, ask for, ask [someone] in, ask [someone] out)</li> </ul>
<b>Sentences simple sentence:</b>	<ul style="list-style-type: none"> <li>•complex, with relative clause (e.g., I like to watch television programs that cover sports events. People who like sports often watch a lot of television.)</li> <li>•indirect speech (e.g., The teacher asked the students to come in.)</li> </ul>

## STEP 4 – ELD - Writing Conventions

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>•colon before a list (e.g., Bring the following items: pen, pencil, and paper.)</li> <li>•parentheses (e.g., for additional information)</li> </ul>
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## STEP 5 - ELD - GRAMMAR CHART

<b>Nouns</b>	<ul style="list-style-type: none"> <li>•abstract (e.g., advice, information, beauty, knowledge, philosophy, democracy) + a,</li> <li>•an, no article (e.g., He had a good knowledge of math. He had knowledge about many things.)</li> </ul>
<b>Pronouns</b>	<ul style="list-style-type: none"> <li>•relative: who, which, that, whose</li> <li>•reciprocal: each other</li> </ul>
<b>Verbs</b>	<ul style="list-style-type: none"> <li>•<i>past perfect</i> (e.g., <i>They had studied English before they arrived in Canada.</i>)</li> <li>•<i>present perfect progressive</i> (e.g., <i>What have you been doing?</i>)</li> <li>•<i>conditional: type 2/unlikely</i> (e.g., <i>If I had a million dollars, I would buy a large house.</i>)</li> <li>•<i>consistent use of tenses</i> (e.g., <i>maintain the same verb tense in a sentence or paragraph</i>)</li> </ul>
<b>Adjectives</b>	<ul style="list-style-type: none"> <li>•the + adjective (e.g., the most common)</li> <li>•irregular comparative/superlative (e.g., far/farther/farthest; bad, worse, worst; good, better, best; little, less, least)</li> <li>•adjective phrases (e.g., The man in the red hat lives close to me.)</li> </ul>
<b>Adverbs</b>	<ul style="list-style-type: none"> <li>•of possibility (e.g., probably, definitely, possibly)</li> <li>•of opinion (e.g., obviously, clearly)</li> </ul>
<b>Transition words and phrases</b>	<ul style="list-style-type: none"> <li>•either ... or, neither ... nor, both ... and</li> <li>•as ... as (e.g., My plans are as important as hers.)</li> <li>•now that, though, although, even though, yet, since, because of, as a result of</li> </ul>
<b>Question forms</b>	<ul style="list-style-type: none"> <li>•<i>tag questions</i> (e.g., <i>They couldn't understand him, could they? Ann is studying music, isn't she?</i>)</li> <li>•<i>information requests + various tenses</i> (e.g., <i>When were they leaving on vacation? How have you been?</i>)</li> </ul>
<b>Negation</b>	<ul style="list-style-type: none"> <li>•with various tenses and/or modals (e.g., They couldn't have finished already! We haven't been going to the gym recently.)</li> <li>•with unless (e.g., Unless you have a permit, you can't drive.)</li> </ul>
<b>Prepositions</b>	<ul style="list-style-type: none"> <li>•with a variety of phrasal verbs (e.g., break down/up/out, call for/in/on, cut down/in/off/out/up, fall back/behind/in/out/through)</li> <li>•by + gerund (e.g., I did well on the math test by memorizing all the formulas.)</li> <li>•during, following, regarding</li> </ul>
<b>Sentences simple sentence:</b>	<ul style="list-style-type: none"> <li>•complex, with subordinate clause (e.g., Because we were stuck in traffic, the girl on the bike arrived ahead of us.)</li> </ul>

## STEP 5 – ELD - Writing Conventions

<b>Punctuation</b>	<ul style="list-style-type: none"> <li>• colon before a list (e.g., Bring the following items: pen, pencil, and paper.)</li> <li>• parentheses (e.g., for additional information)</li> </ul>
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# **AMDSB's ESL PLAN**



# AMDSB Elementary ESL/ELD PLAN

## **ELLs working on STEPs 1-3 ESL and/or 1-4 ELD require an ESL/ELD Plan**

An AMDSB ESL/ELD plan is comprised of the following elements:

### **1. Purple ESL/ELD folder in OSR containing:**

- Initial assessment results
- STEPs charts indicating Observable Language Behaviours that have been successfully achieved
- Current STEPs the student is working on for Oral, Reading, Writing, (Orientation for ELDs)

### **2. Classroom adaptations :**

- Modifications (number and complexity) of subject expectations in all classes as indicated on the STEPs visual chart. \*Math may require modifications to grade level material for ELD students.
- Accommodations : extra time, use of translation, quiet space, scribe/text to speech where needed

**ESL/ELD TUTORING COMPONENTS:** our routines and materials are used carefully to ensure that all learning styles and best practices for ELLS are reflected in the work we do.

	LINGUISTIC	LOGICAL	VISUAL	KINESTHETIC	INTERPERSONAL	INTRAPERSONAL	MUSICAL	NATURALISTIC
Oral	Share a book or experience together	Look for patterns, solve a problem	Understand through pictures and graphics	Point to words/letters/sounds, finger trace	Read to another	Read to self	Detect rhyme and rhythm, play with sounds	Choose topics relating to environment/outdoors
Reading	Present text at student's level	Puzzles and games based on text	Illustrate and/or sequence text	Choose text with interesting features	Give students take home copies and encourage them to teach others	Provide choices that reflect student's interests and learning styles	Play music in the background while reading, provide poetry as an option, use chants or rhymes to remember details	Provide nonfiction as well as fiction
Writing	Provide opportunities for students to discuss or present their work	Use step by step guides for creating books or texts	Use story mapping, illustration, and graphic organisers	Use a variety of bookmaking techniques, make letters and words using a variety of manipulatives	Help students master different forms so they can share this knowledge with others	Create language experience stories that let students explore themselves and their perspectives	Write using word families, poems, step by step instructions, or pattern sentences	Provide opportunities for students to explore their surroundings and express their understanding of the 5 Ws

STUDENT	TUTOR
Learns and practices new language skills using an interactive notebook where he/she: copies, traces, plays with, finds, makes, translates, reviews, memorizes, relates, makes connections to, sequences, solves, retells, illustrates, organizes, writes, reads, decodes, colours, talks about a variety of materials and topics selected by the ESL Coordinator to advance their linguistic and academic progress.	Demonstrates and models using plan provided by ESL Coordinator
	Provides examples and exemplars
	Gives step by step instructions
	Collects and organizes student work
	Corrects and notes errors
	Observes and shares with teachers

## **After ESL Tutoring**

During the three months of ESL/ELD tutoring your student received:

- ✓ One-one or small group withdrawal
- ✓ Regular feedback on their language progress
- ✓ Opportunities to expand specific language skills based on their STEPs

### **After Tutoring Your ELLs should:**

- ✓ Demonstrate increased confidence in themselves as learners
- ✓ Be able to utilize a variety of strategies to increase their comprehension of English
- ✓ Demonstrate skill improvement in Reading and Writing
- ✓ Be more prepared to participate in your class
- ✓ Demonstrate improved communication skills

### **Your ESL EA will:**

- ✓ Leave a portfolio containing samples of the work your student did during tutoring; this can be used to support your assessment of student progress
- ✓ Provide observations they made during service of student performance in terms of: attendance, retention of information, general mood and behaviour during tutoring, response to strategies used to enhance their learning and comments they feel may help you to understand your student's needs and challenges

### **After Tutoring You should:**

- Look through your student's portfolio
- Review your student's STEPs progress
- Keep the student portfolio with your other student records and/or allow the student to continue to add to the portfolio in your class
- Place the ESL EA Observation checklist into the purple ESL folder in the student's OSR; this list may provide useful information should a comprehensive review be required for the student in the future
- Contact the ESL Coordinator if you have any questions about resources, program planning or assessment



# ESL EA Tutoring Observations:

Fall		<b>20</b>
Winter		
Spring		

**ESL EA:**

**ELL:**

<b>Attendance</b>	Consistent– almost always attended	
	Poor – often absent	
	Number of days missed	
<b>Retention Of Information</b>	Excellent – able to extend and build on new information and skills with out support	
	Good - grasped new information/ skills with little difficulty given support	
	Poor – unable to remember from day to day despite extensive support	
<b>General Mood And Behaviour During Tutoring</b>	Consistently attentive and resilient	
	Inconsistent - Variable	
	Other:	
<b>Response To Strategies</b>	Positive response yes/no	<b>Student Preference(s)</b>
Key visuals		This student loves to:    This student doesn't enjoy:
CALL - iPad or laptop		
Hands on learning		
Graphic Organizers		
Error correction and feedback		
Translation		
<b>Other Comments:</b>		

# **ADAPTING PROGRAMMING FOR ELLs**

# WHAT ARE ADAPTATIONS?

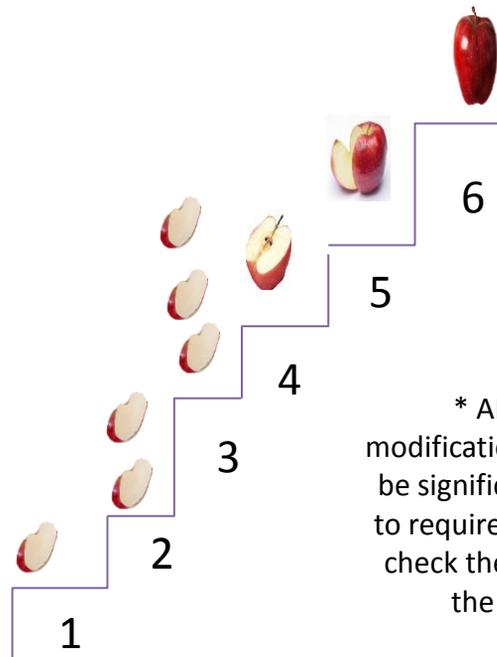
- **Adaptations** are a combination of modifications and accommodations made to programming and assessments for ELLs.
- **Modifications** are changes made in the age-appropriate grade level expectations for a subject in order to meet the student's learning needs. These changes involve decreasing the number and/or complexity and/or scope of the regular grade-level curriculum expectations. In some cases, where students have gaps in their knowledge modifications will require curriculum expectations from a different grade level (i.e. in Math and FSL). Modifications in the early stages of acquiring English (Steps 1-3) are required because students do not have the English language skills to understand and communicate at an academic level commensurate with their age/intellectual ability.
- **Accommodations** are changes we make to teaching strategies and the classroom environment to support the student's learning. In most cases, ELLs continue to need accommodations until fully fluent in English in order to support their lack of background knowledge, vocabulary development, and different culture/prior experiences.

Regular  
ExpectationModified  
Expectation  
(Content)

**Modification =  
changing WHAT you  
teach**



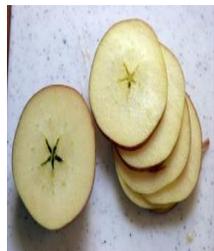
**STEPS** provides a  
filter (Observable  
Language  
Behaviour charts)  
that shows **HOW** to  
**Modify\*** the  
curriculum at  
different levels.



\* AFTER Step 3,  
modifications may not  
be significant enough  
to require teachers to  
check the ESL box on  
the report card.

Regular  
ExpectationRegular  
Expectation with  
Accommodations  
(Strategies)

**Accommodation =  
changing HOW you  
teach**



TEACHING STRATEGY	ADAPTATION FOR ELLs
<p><b>Introducing new vocabulary or terms</b> as you show diagrams or examples in a traditional “lecture” or teacher-centered format. Let’s face it, we still need to teach kids by explaining things to them ourselves so don’t feel bad if you do lecture or ‘chalk and talk,’ it is all part of the an overall process that helps kids learn.</p>	<p><b>Providing a copy of the terms from your teaching notes:</b></p> <ul style="list-style-type: none"> <li>-If you prepare materials on the computer, expand your notes to leave space for them to add their own notes/PICTURES/TRANSLATIONS.</li> <li>-provide a picture dictionary or access to a website where kids can find the terms and do the work of copying the explanations/definitions, etc... It is important that students actually do the work of transcribing, drawing, copying as this helps them feel engaged and responsible for their learning.</li> </ul> <p><b>Picture dictionaries Online:</b></p> <ul style="list-style-type: none"> <li><a href="http://www.my-english-dictionary.com/">http://www.my-english-dictionary.com/</a> simple nouns/objects with audio to support learning how to pronounce words</li> <li><a href="http://www.eflnet.com/vocab/index.php">http://www.eflnet.com/vocab/index.php</a> similar to above but uses photos instead of drawing which can appeal to many learners</li> <li><a href="http://www.pdictionary.com/about.html">http://www.pdictionary.com/about.html</a> the Internet Picture dictionary with French, German, English, Italian and Spanish</li> </ul> <p><b>Translation online:</b></p> <ul style="list-style-type: none"> <li><a href="http://translator.worldclockr.com/">http://translator.worldclockr.com/</a> fast and fairly accurate app for iPhones you can access on any computer – lots of languages and scripts</li> <li><a href="http://www.objectgraph.com/dictionary/">http://www.objectgraph.com/dictionary/</a> - Japanese/English with good thesaurus and basic definitions</li> <li><a href="http://translate.google.ca/#">http://translate.google.ca/#</a> Google translation tools are getting better all the time and can do whole websites or large text in over 50 languages with fair accuracy</li> </ul>
<p>Giving weekly <b>quizzes</b> to check for understanding of new terms. Drill and memorization are still an important part of learning – this type of activity builds and utilizes skills that are needed both in school and the workplace.</p>	<ul style="list-style-type: none"> <li>-Showing the student how to <b>make vocabulary flash cards</b> and for himself/herself. Younger students may need to have these prepared for them. Help them prep for test/quiz formats.</li> <li>-Try an online <a href="http://www.teachersfirst.com/content/ESL/getsource.cfm?id=6953">Flash Card Maker</a> (<a href="http://www.teachersfirst.com/content/ESL/getsource.cfm?id=6953">http://www.teachersfirst.com/content/ESL/getsource.cfm?id=6953</a>) to make flash cards easily. The site will save your flash cards for you to re-use next year.</li> <li><a href="http://www.teachersfirst.com/content/ESL/getsource.cfm?id=6959">Flash Card Machine</a> (<a href="http://www.teachersfirst.com/content/ESL/getsource.cfm?id=6959">http://www.teachersfirst.com/content/ESL/getsource.cfm?id=6959</a>) will create ONLINE flash cards sets and has many already made and shared by other teachers.</li> <li>-Give your students practice tests before the real ones, so they can get used to the quiz/test format.</li> </ul>

TEACHING STRATEGY	ADAPTATION FOR ELLs
<p>Asking students to <b>do seatwork</b> in class. Of course! All students need time to practise and experiment on their own.</p> <p>BUT all students need to know what success looks like so make sure you provide exemplars/examples that support learners.</p>	<ul style="list-style-type: none"> <li>-give them more time</li> <li>-allow them to work with a peer who speaks their language or someone who is very proficient at the skill/content and can model effective strategies/behaviours</li> <li>-allow them to access translators and picture dictionaries</li> <li>-set specific goals for them within the assigned task and focus your feedback only on errors pertaining to those goals (keep a record of what you ask and how they do, so you can keep moving them forward as they improve)</li> <li>-allow them to access dictionaries, thesaurus, and vocabulary enhancement resources like the reverse dictionary  <a href="http://www.onelook.com/reverse-dictionary.shtml">http://www.onelook.com/reverse-dictionary.shtml</a> where kids can describe the concept as they understand it and get a word that fits</li> </ul>
<p>Having students <b>read literature</b></p>	<p>Letting them <b>hear it being read.</b></p> <ul style="list-style-type: none"> <li>-Watch and listen to stories told online at sites like: <ul style="list-style-type: none"> <li>-<b>Robert Munch</b> (<a href="http://robertmunsch.com/">http://robertmunsch.com/</a> )</li> <li>-<b>Story Online</b> (<a href="http://www.storylineonline.net/">http://www.storylineonline.net/</a> )</li> <li>-- <u>Repeat After Us</u>  (<a href="http://www.teachersfirst.com/content/ESL/getsource.cfm?id=6958">http://www.teachersfirst.com/content/ESL/getsource.cfm?id=6958</a> )</li> </ul> </li> <li>-Listen and follow along with books on tape/CD</li> <li>-Read adapted books suited to their decoding and vocabulary level.</li> </ul>
<p>Having the students do <b>free writing or journaling</b></p>	<ul style="list-style-type: none"> <li>-Read ESL students' journals and responding to their content without correcting grammar errors.</li> <li>-correct one or two errors choosing the most frequent and/or errors that can be easily fixed. If you provide feedback on how to address the error you can teach students to refer to their journal as a tool for self editing when they are working later on.</li> <li>-Keep track of the numbers of words/new words, or sentences used and offer affirmation and reward for progress in terms of quantity.</li> <li>-Provide picture/text prompts, sentence starters or exemplars to help new writers get started.</li> <li>- for ELDs, provide printing and handwriting practice as an alternative to journaling in the beginning.</li> </ul>
<p>Teaching a <b>lesson that is dependent on prior knowledge</b></p>	<ul style="list-style-type: none"> <li>-Consider the essential information one needs to be successful with the topic and provide access to materials like pictures, excerpts from texts, videos, websites etc and extra time to help students get some understanding. You may find that the topic is familiar in their first language, so all they need is to access the vocabulary you are using to introduce the topic.</li> <li>-If the topic is too complex, break it down to the essential learning and teach it in small, explicit steps – adjust your expectations to allow you focus students on what is critical for them to know/do to allow them to</li> </ul>

TEACHING STRATEGY	ADAPTATION FOR ELLs
<p><b>Presenting a lesson with cultural components</b> (i.e. holidays, elections, vacation spots, humor, etc.)</p>	<p>Examining your lesson carefully to determine what <b>cultural facts</b> will have to be taught to people who haven't grown up in the US; this may include history, vocabulary, slang, sports jargon etc.</p>
<p>Requiring students to do <b>research and paraphrasing original materials</b>, making <b>attributions of sources</b></p>	<p><b>Explaining the concept of plagiarism</b> clearly and with examples. Copying is sometimes viewed as quoting the words of knowledgeable people in other cultures and is not considered wrong.</p>
<p><b>Having students use dictionaries or thesauri</b></p>	<p>Encouraging students to use <b>English-English dictionaries</b> in class, but mention they may use foreign language dictionaries at home and while preparing homework assignments.</p>
<p><b>Teaching a lesson in current events</b></p>	<p>-Making use of <b>special newspapers and radio broadcasts</b> whose simplified language and support materials are appropriate for ESL students:</p>

TEACHING STRATEGY	ADAPTATION FOR ELLs
<p>Giving students <b>one idiomatic or slang expression</b> to learn per day</p>	<p>Using <b>online resources that explain idiomatic language</b> in terms ESL students can understand:</p>
<p><b>Playing games and using puzzles</b> to reinforce curriculum content</p>	<p>Utilizing some of the many ESL resources that include <b>games and other fun approaches to learning</b>. Games can help with content review, vocabulary development, spelling, etc.</p>
<p><b>Reviewing</b> previously taught material in an interesting manner</p>	<p>Using <b>joking</b> frequently as a way to say the same thing in a slightly different way. Students want to learn what is funny in the U.S. Humor varies from culture to culture and your ESL students want to know why certain things are funny so they can join in with the fun.</p>
<p><b>Recalling information</b></p>	<p>-Using <b>music to help recall information in any subject</b>. Songs are easy for ESL students to remember, and they promote speaking with a more flawless accent.</p>

TEACHING STRATEGY	ADAPTATION FOR ELLs
<p>Asking students if they have questions about the material you've presented in class or in readings</p>	<p>Helping ESL students use <b>correct question format</b> by restating their questions to you in correct grammatical form.</p>
<p>Determining student progress by monitoring their in-class responses</p>	<p>Using <b>frequent positive reinforcement</b> even for very small improvements and very brief comments. Students may not be used to such attention from the classroom teacher and will take a while to respond positively to it. Limited English speakers may need to be prodded to answer orally and may respond much more slowly than eager American students.</p>
<p>Having students do oral recitations or put on a play</p>	<p>Helping your limited English speakers <b>improve their pronunciation</b> so they will be more understandable:</p>
<p>Giving spelling tests</p>	<p>-Using <b>spelling words in sentences or stories</b> so that limited English speaking students will have a context for the words; more meaning will lead to more retention.</p>

Question Type	Adaptation Of Test Items For Ells In Steps 1-3
<b>Multiple Choice</b>	<ul style="list-style-type: none"> <li>• These are often difficult for ELLs because they may focus on understanding the subtle differences in the vocabulary of the question/answers rather than knowledge of the facts</li> <li>• Omit questions/answers that require sophisticated vocabulary that is not directly related to the key vocabulary of the unit of study</li> </ul>
<b>True/False</b>	<ul style="list-style-type: none"> <li>• these are difficult for ELLs because they may require students to distinguish between subtle differences in the interpretation of the language of the statement rather than recall of facts</li> <li>• omit questions that require linguistic depth not explicitly taught in the unit of study</li> </ul>
<b>Fill-in-the-blank</b>	<ul style="list-style-type: none"> <li>• Even with context clues, ELLs may not be able to recall specific vocabulary terms even if they do recall the meaning of the words</li> <li>• Provide a word bank (which may include extra words to increase difficulty) so that students can visualize the term they are thinking about</li> </ul>
<b>Matching</b>	<ul style="list-style-type: none"> <li>• These may be difficult if new language is introduced into the definitions or examples such as idioms, synonyms or antonyms that were not explicitly taught during the unit of study</li> <li>• Ensure that the wording is the same as found in the unit notes/text</li> </ul>
<b>Maps/Charts/Diagrams</b>	<ul style="list-style-type: none"> <li>• These may be difficult because ELLs may not expect them to be on a test and therefore may not have memorized them</li> <li>• Make sure that students know to study graphics in order to be ready to apply their knowledge</li> </ul>
<b>Identify and Explain</b>	<ul style="list-style-type: none"> <li>• Although ELLs are usually able to remember definitions/names..., they may not be prepared to provide examples</li> <li>• Explicitly teach and model how to correctly identify and explain during the unit of study</li> <li>• Omit for step 1 students unless you can offer translation</li> </ul>
<b>Compare and Contrast</b>	<ul style="list-style-type: none"> <li>• These may be difficult if ELLs do not understand the terms</li> <li>• The level of understanding and application will be particularly high if the question requires students to formulate answers not explicitly taught</li> <li>• Provide a visual such as an icon showing a Venn diagram to ensure the student understands what they are to do</li> <li>• Explicitly teach how to use graphic organizers to compare and contrast</li> <li>• Omit these questions for ELLs in steps 1 and 2 unless they are based on compare and contrast activities done during the unit using the same language</li> </ul>
<b>Long Answer/ Paragraph/ Essay</b>	<ul style="list-style-type: none"> <li>• ELLs may have difficulty articulating complex thoughts in English while also applying grammar and writing conventions appropriate to the form</li> <li>• Scaffold the expected answer form of questions by providing a graphic organizer for the outline and give credit for ideas/facts the student places in the outline even if not present in the actual essay/paragraph</li> <li>• Focus on the content of the answer rather than conventions/grammar</li> <li>• Provide an oral opportunity for the student to elaborate on their written answer</li> <li>• Allow students to use their first language and translate</li> </ul>

BLOOM'S  
QUESTION TYPES  
FOR STEP 1

Draw a picture to show what you think.

Design a...that will...

Create a pattern to show...

**CREATING**

Point to the one you like best. If...which would you choose? Arrange in order from best to worst. What is good/bad about...?

**EVALUATING**

Classify these... . Draw to show the main idea. Sequence the following... What are the parts of...? Which one doesn't belong?

**ANALYZING**

Draw to compare and contrast. Solve using this example. Choose the correct one. What is the same? What is different?

**APPLYING**

What is the pattern? What are the steps? How is ...different from...? Put these in order.

**UNDERSTANDING**

Can you find...? Point to... ? Label the.... Repeat.... Arrange the...to show....

**REMEMBERING**

BLOOM'S  
QUESTION TYPES  
FOR STEP 2

If ...then  
what would  
you do?  
What would  
happen if...?  
How would  
you...?

**CREATING**

What will happen next? If  
this...then would you do  
this...or that? What is  
most important...least  
important?

**EVALUATING**

Think of a new title for... how would you  
arrange these into categories? How do we  
know that...? What conclusions can you  
draw about...? What do they relate?

**ANALYZING**

How would you organize... to solve...? When would you  
use...? What examples can you find of...? List ways that  
you could...

**APPLYING**

Use a word bank/wall to compare. Put the sentences in order from  
first to last. What comes next in the sequence? What is  
similar/different between these two...? Tell me what you know  
about....

**UNDERSTANDING**

What did you observe? Can you find...? When/where did it happen? Who is  
that? Name three things about.... List the reasons why ...

**REMEMBERING**

**BLOOM'S  
QUESTION  
TYPES FOR  
STEP 3**

Compose a...  
to show.... How  
could you change  
the story to...?  
What would  
happen if...?  
Make a plan to  
improve...

**CREATING**

Which would you recommend?  
Why/why not? How do you  
know? Why is this better than  
that? How would you find out  
if...? What would you do if...?

**EVALUATING**

Which is fact vs opinion? Why? What is  
the ... part? Experiment and find which  
is... what questions can you ask about...?

**ANALYZING**

Think of a situation where...and tell what you would  
have done. Give three reasons why... How would you  
use...? What do you already know about...? What  
examples can you find to show...?

**APPLYING**

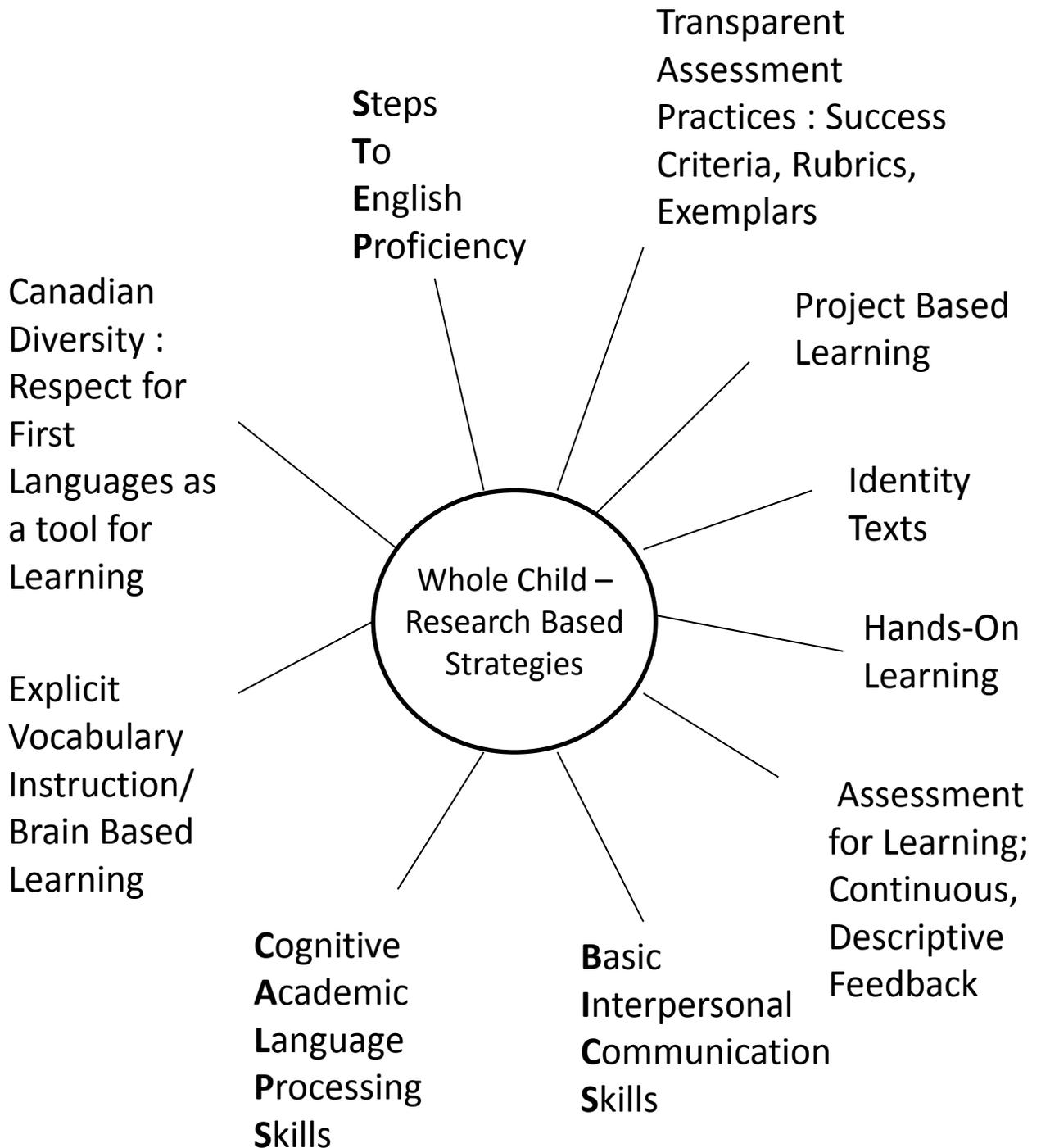
Look at this... What happened before this? What happened after?  
Explain why this is the title? Retell the story. Write two or three  
sentence to explain why...

**UNDERSTANDING**

How would you describe...? How did ... happen? What did you notice about...?  
What was the main...? Where/when did it start/end? Who were the main...?

**REMEMBERING**

# Adapting for ELLs



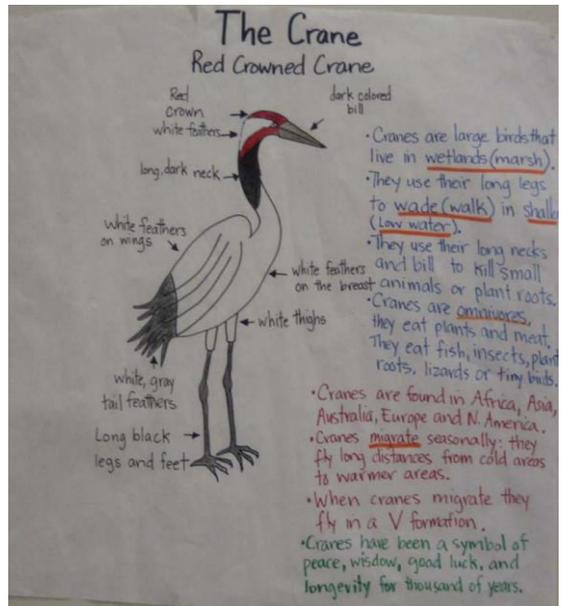
## Five Key Elements Of An Effective Language Learning:

- 1) **Comprehensible Input**—Teachers can make their language more comprehensible by modifying their speech by avoiding colloquialisms and speaking clearly, adjusting teaching materials, adding redundancy and context, and scaffolding information within lessons.
- 2) **Reduced Anxiety Level**—a student’s emotions play a pivotal role in assisting or interfering with learning a second language. Teachers can assist students by creating a comfortable environment that encourages participation and risk-taking without fear of feeling embarrassed or foolish (Collier, 1995; Krashen, 1981; Krashen & Terrell, 1983).
- 3) **Contextual Clues**—Visual support makes language more comprehensible. For example, a grammar lesson using manipulatives may be more understandable than an explanation of the grammar rule. Even social language is more comprehensible when context is added. For example, understanding a face-to-face conversation in which facial expressions and gestures are used is easier than understanding a telephone conversation when context clues are nonexistent (Cummins, 1981).
- 4) **Verbal Interaction** —Students need opportunities to work together to solve problems and use English for meaningful purposes. They need to give and receive information and complete authentic tasks.
- 5) **Active participation** —Lessons that encourage active involvement motivate ELD students, engage them in the learning process, and help them remember content more easily.

# Creating Comprehensible Input Through Key Visuals

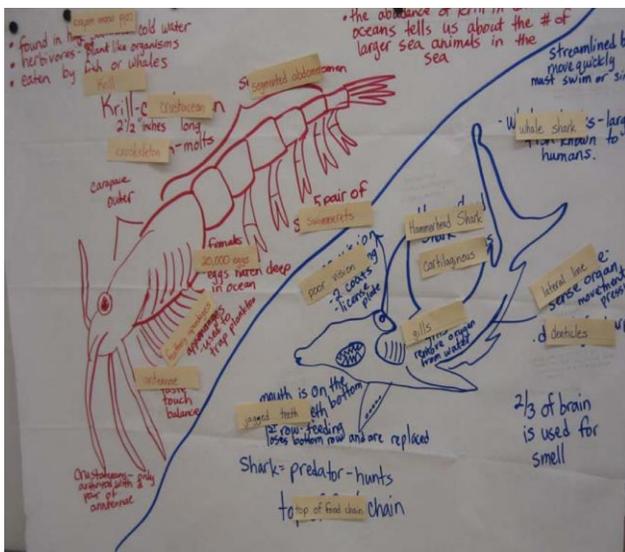
## 1) Pictorial Input Chart

- Most teachers know this time tested method.
- Simply choose a visual that illustrates the content / concept being taught.
- Draw (or trace from a projector) the visual onto chart paper.
- Label and annotate the visual as you discuss it with the class.
- Use different colours / features of text to categorize labels/annotations
- Leave the chart up /display it to provide a point of reference for the students or have them copy the chart in their notes



## 2. Comparative Input Chart

- This chart is like a visual Venn diagram.
- Choose pictures of objects/concepts that you will compare and display them with a divider between them.
- Brainstorm and write down ideas that explain/describe the items with students
- Discuss the chart another time and add another layer of notes by adding sticky notes. Write important vocabulary and key points relating to comparing on the sticky notes.
- Have students create their own graphic organizers using the ideas highlighted on the chart/sticky notes.

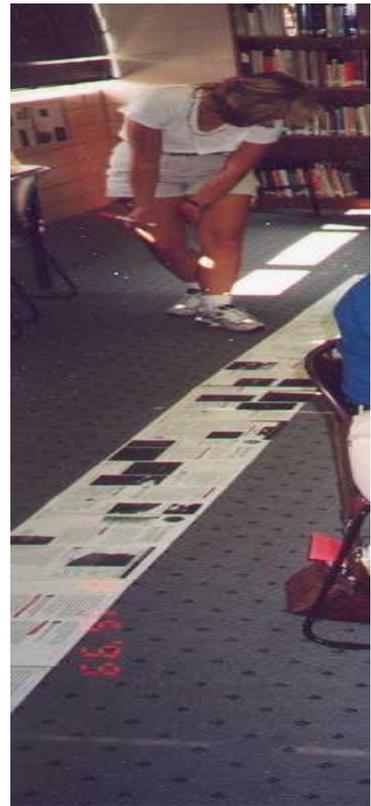


### 3. Narrative Input Chart / Text Mapping

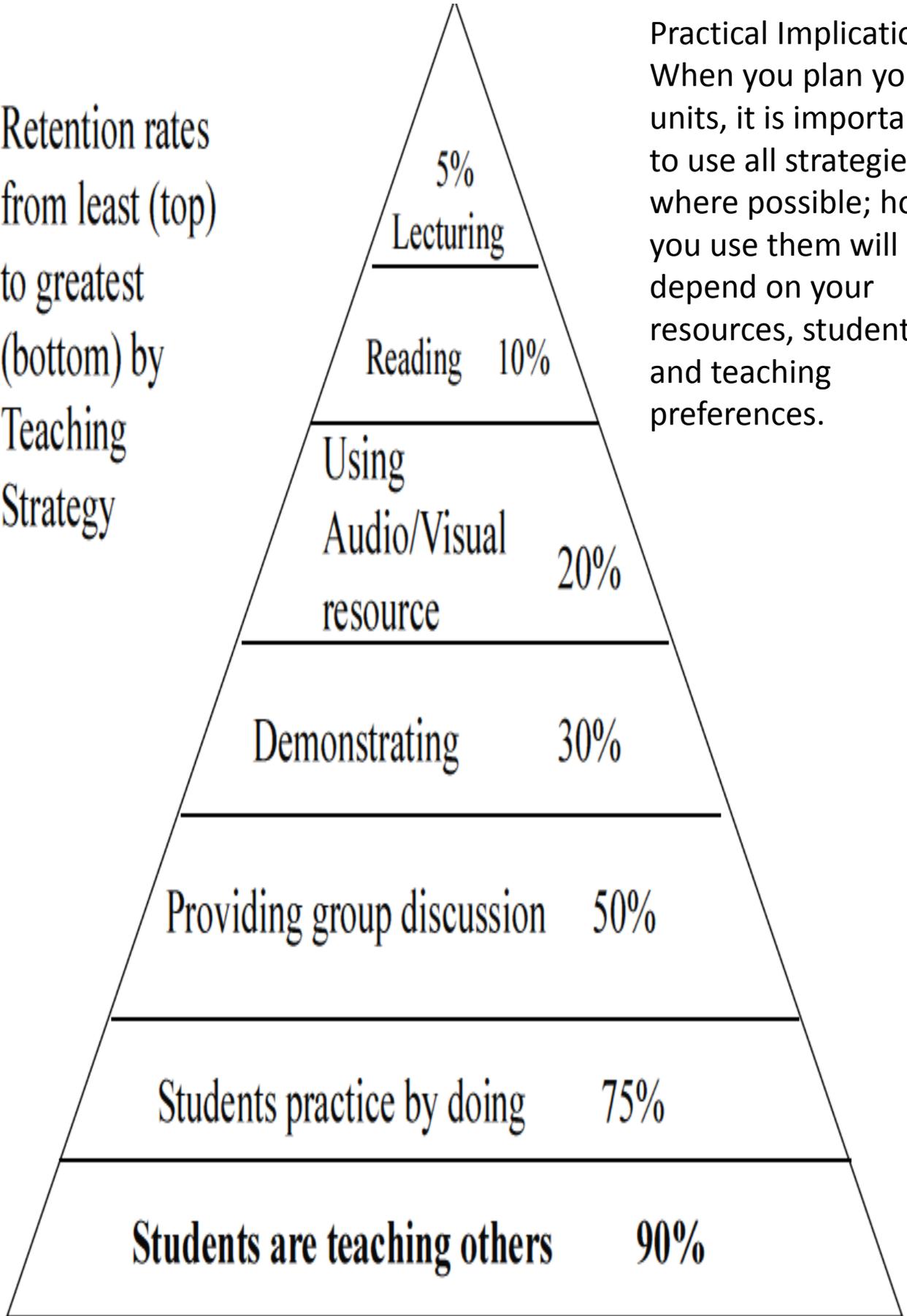
- The idea here is twofold: to show the text as a whole and to model comprehension/metacognition.
- Create a copy of a text as a scroll or banner so that the whole text/narrative can be displayed from beginning to end. It may be hung on the wall or laid on the floor.
- Guide students through the process of recognizing and identifying the structure, organization, features, key vocabulary, and content of the text using colour, graphics and other hands on tools to mark directly on the text as they explore.
- Provide opportunities for the students to add summaries of key content, post questions, and comment directly on the text.



- The text could be a deconstructed/copy of a chapter from a textbook or an entire storybook that has been laminated so it can be used again in the future.



Retention rates  
from least (top)  
to greatest  
(bottom) by  
Teaching  
Strategy



Practical Implication:  
When you plan your  
units, it is important  
to use all strategies  
where possible; how  
you use them will  
depend on your  
resources, students,  
and teaching  
preferences.

# BICs: Basic Interpersonal Communication Skills

Vocabulary development is extremely important for all ELLs. STEP 1 ELLs require direct instruction to learn the basic words that will help them communicate with English speakers. Vocabulary instruction should be going on all the time as students are encouraged to find out the meaning of new words they encounter in their units, but they also benefit from being taught specific topics that will help them cope in their new environment. I like to introduce a new list every week that is suited to what the students are interested in or what is going on in their environment. These words can be taught with pictures and translation in the context on simple sentences that also introduce basic verbs, articles, pronouns, and adjectives. You can obtain excellent pictures online or in a picture dictionary. I like to draw things myself and then have my students do their own drawings in their vocabulary books or work with a partner or small group to create word wall charts that include translation and pictures. Our vocabulary words, both BICs and CALP become the source for many games in the classroom.

<b>Vocabulary Topics For STEP 1</b>	
Weather	Calendar/Time
Body Parts	Classroom
Family	School
Shopping	Food
Numbers /Shapes	Directions
Greetings /Manners	Home
Feelings	Clothing
Sports	Transportation
Celebrations	Plants
Animals	Jobs

# **CALPS: Cognitive Academic Language Processing Skills**

Research (Cummins et al) has proven that vocabulary instruction for ELLs must go beyond basic words for survival: cup, plate, bowl, hot, cold.... Your students are immersed in an academic environment struggling with extremely challenging words in every subject. We provide support for this Academic language development by introducing words from the Academic Word List (AWL). The AWL is the list of words recognized internationally as representing the most frequently used words in English academic texts. Each AMDSB ESL course includes the study of 60 words from the AWL. Words are studied using the Freyer model which in this case has been adapted by researchers to include translation, drawing, and writing simple sentences.

Lists are introduced at the beginning of the course and should be completed by midterm. A final unit test is given at that time to assess students' retention of the lists and ability to apply the words in familiar contexts.

## KEY INSTRUCTIONAL VOCABULARY FOR ELLS

REMEMBERING	UNDERSTANDING	APPLYING	ANALYZING	EVALUATING	CREATING
ARRANGE DEFINE DUPLICATE COPY LIST LABEL MEMORIZE NAME ORDER RELATE RECOGNIZE REPEAT REPRODUCE STATE POINT DRAW SHOW WHO WHAT WHERE WHEN	CLASSIFY DESCRIBE DISCUSS EXPLAIN EXPRESS IDENTIFY INDICATE LOCATE FIND REPORT RESTATE REVIEW SELECT CHOOSE TRANSLATE SEQUENCE HOW WHY SHOW	APPLY DEMONSTRATE DRAMATIZE ILLUSTRATE INTERPRET OPERATE SOLVE PRACTICE SCHEDULE SKETCH USE WRITE EXPLAIN RELATE	ANALYZE APPRAISE CALCULATE CATEGORIZE COMPARE CONTRAST CLASSIFY INFER DIFFERENTIATE DISTINGUISH EXAMINE EXPERIMENT PROVE	ASSESS ARGUE DEFEND ESTIMATE PREDICT RATE RANK SCORE SELECT SUPPORT VALUE JUSTIFY RECOMMEND	ARRANGE ASSEMBLE COLLECT COMPOSE CONSTRUCT DESIGN DEVELOP FORMULATE MANAGE ORGANIZE PLA PREPARE PROPOSE SET UP CREATE

These words commonly used instructional terms must be introduced carefully, with scaffolding to support comprehension. Key visuals , posted around the room and in students' word journals/personal dictionaries/portfolios... will greatly aid ELLs in becoming independent learners.

# Reading With ELLs: Selecting The Right Resources

Primary	Junior	Intermediate	Senior
<p>Reading is taught both explicitly/in isolation and in context. Immersion in the regular classroom provides support for Phonemic Awareness, Phonics, and vocabulary (BICs and CALP) development. Intervention for Phonics may be required in addition to classroom programming.</p>		<p>Reading is primarily taught through content materials relating to academic study. Vocabulary in classroom is mainly CALP, so support for BICs is required. Decoding and sight words are mainly taught in context, as they arise during reading as error correction.</p>	<p>Reading instruction is primarily taught through materials relating to life skills/BICs. Decoding and sight words are mainly taught in context, as they arise during reading as error correction.</p>
<ul style="list-style-type: none"> <li>•Illustrated decodable books (PM Benchmarks, National Geographic Windows on Literacy,...)</li> <li>•Pattern books</li> <li>•Dual Language and Multilingual books</li> <li>•Vibrant/Culturally rich Picture books and Big books</li> <li>•Take home books based on word families and Dolch words (Scholastic, Open Court, Reading AtoZ...)</li> <li>•Simple puzzles and games with child - friendly themes and humour</li> <li>•Popular characters and stories from TV, Disney, .... E.g. Clifford, Dora The Explorer, Scooby Doo, Sesame Street</li> <li>•Dolch (Preprimer, Primer, Grades 1 and 2) and Word Family (in, on, at,...)flashcards</li> <li>•Action songs and rhymes, raps, chants, poems, and music</li> <li>•Jolly Phonics</li> </ul>	<ul style="list-style-type: none"> <li>•Alphabet, Dolch (Pre-primer, Primer, Grades 1 and 2) and Word Family (in, on, at,...)flashcards, puzzles, CALL, and games</li> <li>•Take home books based on word families and Dolch words (Scholastic, Open Court, Reading AtoZ...)</li> <li>•Action songs and rhymes, raps, chants, poems, and music</li> <li>•Illustrated decodable books (PM Benchmarks, National Geographic Windows on Literacy,...)</li> <li>•Pattern books</li> <li>•Dual Language and Multilingual books</li> <li>•Vibrant/Culturally rich Picture books and Big books</li> <li>•Levelled/Graded chapter books (Perfection Learning, Penguin, Heinemann...)</li> </ul>	<ul style="list-style-type: none"> <li>•Alphabet flashcards /CALL (primarily ELD)</li> <li>•Dolch words and phrases flashcards /CALL (primarily ELD)</li> <li>•High interest, low vocabulary books on themes of personal interest to teens (culture must be considered)</li> <li>•Levelled/Graded novels/nonfiction books (Perfection Learning, National Geographic, Penguin, Heinemann...) relating to courses of study such as simplified Shakespeare, genre studies....</li> <li>•Plain language news and magazine articles</li> <li>•Adapted resources for ESL/ELD learners such as Real Heroes...</li> <li>•Puzzles</li> <li>•Collections of exercises focussed on specific aspects of syntax and grammar (English I Missed)</li> </ul>	<ul style="list-style-type: none"> <li>•Alphabet flashcards /CALL (primarily ELD)</li> <li>•Dolch words and phrases flashcards /CALL (primarily ELD)</li> <li>•High interest, low vocabulary books on themes of personal interest to adults (culture/demographics must be considered)</li> <li>•Plain language news and magazine articles</li> <li>•Adapted resources for ESL/ELD learners such as Real Heroes...</li> <li>•Puzzles</li> <li>•Collections of exercises focussed on specific aspects of each benchmark (CLB)</li> </ul>

## READING AND ELLS:

WITHIN AN IMMERSION ENVIRONMENT, ALL 3 WILL BE DEVELOPING CONCURRENTLY AND ALL 3 ARE NECESSARY TO FLUENT READING

<b>PHONEMIC AWARENESS</b>	<b>PHONICS</b>	<b>COMPREHENSION</b>
<ul style="list-style-type: none"> <li>•TEXT = PURPOSE=COMMUNICATION</li> <li>•LETTERS = SOUNDS</li> <li>•SOUNDS PUT TOGETHER = WORDS/MEANING</li> <li>•SOUNDS CAN BE MANIPULATED TO VARY MEANING, CREATE RHYTHM AND RHYME, AND PLAY</li> <li>•FOCUS ON ORAL, RECOGNIZING DIFFERENCES AND SIMILARITIES BETWEEN WORDS/SOUNDS AND BEING ABLE TO BOTH IMITATE AND CREATE SOUND PATTERNS</li> <li>•LETTER NAMES</li> <li>•LETTER SOUNDS</li> <li>•ORIENTATION OF ENGLISH TEXT</li> <li>•RECOGNIZING THE CONNECTIONS BETWEEN PATTERNS AND SYMBOLS FOUND IN SIMPLE TEXT AND ORAL LANGUAGE</li> </ul>	<ul style="list-style-type: none"> <li>•WORDS = UNITS OF SOUND CREATED BY LETTERS</li> <li>•WORDS CAN BE DECODED IF WE KNOW MANY COMBINATIONS OF LETTERS AND HOW THEY SOUND: BLENDS, VOWEL COMBINATIONS, WORD CHUNKS</li> <li>•SOME WORDS CANNOT BE DECODED AND MUST BE MEMORIZED – SIGHT WORDS</li> <li>•FOCUS ON THE WRITTEN WORD AND DECODING OR RECOGNIZING HOW TO PRONOUNCE COMBINATIONS OF LETTERS/WORDS</li> </ul>	<ul style="list-style-type: none"> <li>•THE MEANING OF ENGLISH WORDS</li> <li>•VARIATIONS IN WORD MEANINGS BASED ON CONTEXT/ASSOCIATIONS</li> <li>•VARIATIONS IN WORD USAGE BASED ON CONVENTIONS</li> <li>•SYNONYMS AND ANTONYMS</li> <li>•IDIOMATIC SPEECH</li> </ul>
<ul style="list-style-type: none"> <li>•STORY TELLING</li> <li>•SONGS AND POETRY/RHYMES</li> <li>•READERS THEATRE</li> <li>•NONSENSE WORDS (DR SEUSS)</li> <li>•JAZZ CHANTS/CHORAL SPEAKING</li> <li>•LETTER SOUNDS - FINGER (JOLLY)</li> <li>•PHONICS, ANIMATED PHONICS</li> <li>•SIGN LANGUAGE, ACTION SONGS, TPR</li> <li>•GAMES</li> </ul>	<ul style="list-style-type: none"> <li>•LEARNING TO DECODE/MAKE WORDS USING SMALL SOUND UNITS (WORD FAMILIES) AND INDIVIDUAL LETTERS</li> <li>•LEARNING DOLCH WORDS BY SIGHT</li> <li>•READING BOOKS AND SENTENCES COMPRISED OF SIMPLE SOUND UNITS AND SIGHT WORDS WITH INCREASING COMPLEXITY</li> <li>•GAMES</li> <li>•CALL</li> <li>•WRITING - CREATING PERSONALLY RELEVANT STORIES AND TEXT</li> <li>•SPELLING – LEARNING CONVENTIONS AND STRATEGIES</li> </ul>	<ul style="list-style-type: none"> <li>•INDIVIDUAL WORDS SUPPORTED BY PICTURE CUES (SURVIVAL)</li> <li>•GROUPS OF WORDS/SENTENCES SUPPORTED BY PICTURES/KEY VISUALS (IN CONTEXT)</li> <li>•TRANSLATION</li> <li>•WORD STUDY</li> <li>•READING AND WRITING WITH INCREASING COMPLEXITY</li> <li>•GAMES/PUZZLES</li> </ul>

# COMPARING AND RELATING READING LEVELS

GRADE	K			1						2				3			4					
DRA	1	2	3-4		6	8	10	12	14	16	20		28		3 4	38		40				
*FOUNTAIN & PINNELL	A	B	C			D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	
Perfection learning	1.1		1.2			1.3	1.4	1.5	1.6	1.7	1.8	2.0	2.2	2.5	2.7	3.3	3.7	4.1				
READING RECOVERY	A B 1	2	3	4	5	6	7 8	9 10	11 12	13 14	15 16	18	19	20	21	22	23	24	26			
National Geographic WL LEVEL	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20-24		
NG stage																						
BASAL	READINESS		PREPRIMER 1		PREPRIMER 2	PREPRIMER 3	PRIMER			GRADE 1			GRADE 2				GRADE 3			GRADE 4		

*\*F&P ARE REFERRED TO IN AMDSB CURRICULUM DOCUMENTS AND WORKSHOPS. HOWEVER, NOT ALL BOOKS IN YOUR CLASSROOM TELL YOU THEIR F&P RATING. YOU CAN USE THIS CHART TO HELP YOU FIGURE OUT HOW YOUR BOOKS/STUDENT RESULTS MATCH UP.*

# **ADAPTING ASSESSMENT FOR ELLS**

## Using the ELL Achievement Chart

You can assign marks or levels for the achievement of an ELL at any Step along the continuum of Language proficiency. The effectiveness of their application of skills, vocabulary, and concepts being taught is judged in the same way students with a regular program: level 1 = limited, level 2=some....

Achievement Chart for ELLs	Level 1 50–59%	Level 2 60–69%	Level 3 70–79%	Level 4 80–100%
Performs/achieves	<b>Limited</b> effectiveness with <b>extensive support</b>	<b>Some</b> effectiveness with <b>some support</b>	<b>Considerable</b> effectiveness with <b>occasional support</b>	<b>High Degree</b> of effectiveness <b>without support</b>

The difference is that an ELL will have received both **Accommodations** (i.e. **support**) and **Modifications** (i.e. limited curriculum requirements) in accordance with their current Step.

Example:, Sam is on Step 2 for Reading. Students in Step 2 must master the skill of using pre-taught vocabulary in simple sentences when responding to reading. His teacher has provided him with support during the year that has decreased over time.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Language	<input type="checkbox"/> NA		<i>Sam is able to use pre-taught vocabulary in simple sentences with considerable effectiveness; his next step will be to learn to use compound sentences that incorporate high frequency words with multiple meanings.</i>
Reading <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		B	
Writing <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			
Oral Communication <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			
Media Literacy <input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP			

In June, Sam has demonstrated that he can compose his own simple sentences to express his ideas, complete assignments, and answer questions with considerable effectiveness and only occasional supports. Sam's work is not a grade level, but his work is a level 3 in terms of his report card. By checking the ESL box, his teacher indicates that the level 3 he earned was based on a modified program. Further, Sam's work shows that he has sufficiently mastered the Step 2 expectation to be moved to Step 3 next year. His report card comment may reflect this by stating that his next step is to work on the content of the Step 3 Reading chart.

Subject	Report		Strengths/Next Steps for Improvement
	1	2	
Social Studies	<input type="checkbox"/>	NA	<i>Heritage and Citizenship: Grade 2 – Traditions and Celebrations: "Sam is able to identify examples that show the participation of various cultures in the community with considerable effectiveness. Sam completed a project on his favourite Canadian holiday using pre-taught vocabulary in simple sentences." Next year Sam will be encouraged to use a wider range of Secondary sources and to offer more detailed examples.</i>
<input checked="" type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP		B	

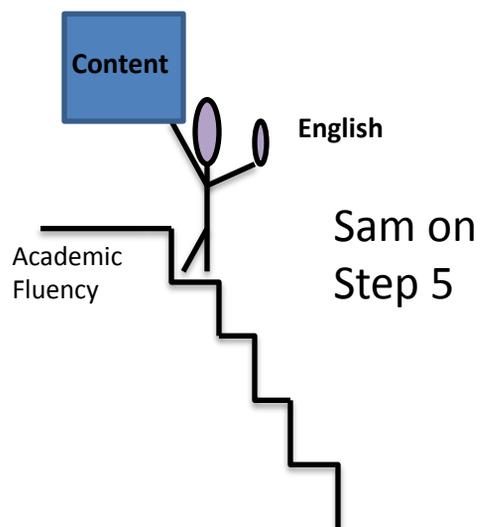
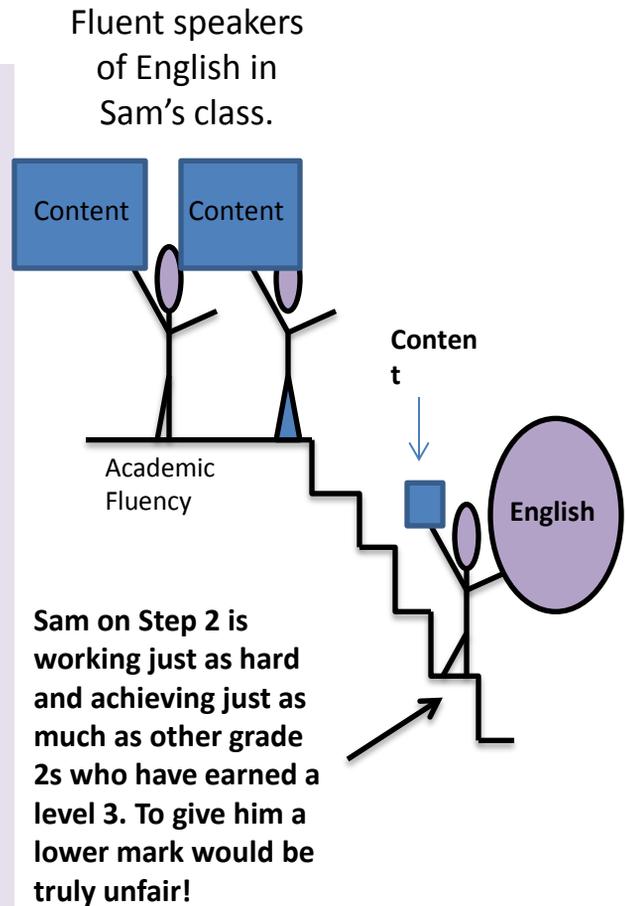
In this case, Sam has earned a level 3 again because he used the appropriate skills for his level of English proficiency to demonstrate his understanding about the regular curriculum topic (cultures in the community. His culminating assignment had been adapted so that he was required to use only one resource and fewer language conventions than those expected of other grade 2 students. Sam showed that he understood what he was required to learn, was able to work with independence, and was successful in fulfilling most of the requirements of the adapted assignment (70-79%.) The comment refers both to the social Studies curriculum and to the Steps Charts. By checking the ESL box, the teacher has indicated this mark reflects a program that was modified for someone with limited English language proficiency.

## How Can I give a level 3 if the ELL is not at grade level? Is that really fair?

As an ELL at Step 2, Sam is not expected to learn the same amount of content as others - he judged mainly on how he communicates, because being fluent in the language of instruction is the most important thing an ELL has to do.

This is fair because Sam is required to learn a significant amount in terms of communication skills at the same time as he is learning new content. For English speaking students, they are only learning the content and their required learning in terms of communication although being improved is very limited compared to an ELL.

When Same reaches Step 5 , he will be expected to learn almost as much of the content because his ability to communicate will be significantly improved and the amount he will be learning less in this area like his English speaking peers. Now his teacher doesn't have to check the ESL box because his work is the same as that of others for the most part ; in a differentiated classroom Sam's needs will be met without modification. The teacher will continue to monitor his language learning using the STEPs charts to ensure fully frequency is reached. Without full fluency, ELLs cannot achieve at a level commensurate to their ability and this is inequitable.



## Completing Report Cards

	ESL/ELD CHECKBOX	COMMENTS
JK/SK	No box	Indicate in your comments that the students speaks ____ as their first language
1-8	Check the box <b>only</b> if you have modified, not for accommodations. If you have not modified for a student in STEPs 1-3 you will be asked to explain your rationale.	Use the comment “expectations have been modified” for students in steps 1-3 and if you have modified in another step
		You can quote from the STEPS chart to give specific information on English language skills mastered and next steps

JUNE: when you complete your end of year report card through Maplewood Connect Ed, you are also asked to enter what you find the the student’s current STEPs to be. Instructions for this are provided by the system IT team each year. (\*see **appendix** for instructions)

If you feel that it will support parental understanding, you can provide a copy of the student's current STEPs charts to show what your goals are for the student and where they are on the continua of English skills.

If you feel parents need more support, you may wish to conduct an interview with parents and have a translator and/or the ESL Coordinator present.

# Ongoing STEPs Assessment by Classroom Teachers

## How Do I Know If My Student Has Moved Forward To The Next STEP?

**Example 1:** student has moved one step on the Oral continua

Abe is a grade 4 student – his initial assessment placed him on Step 2 for Oral. I have highlighted the STEP 2 behaviours that I have observed in class and feel that he has mastered. Abe has **fulfilled all of the objectives for STEP 2** – he is **now a STEP 3 Oral** student.

ORAL	STEP 2	STEP 3
<b>Listening</b> <b>Listen and respond for a variety of purposes</b>	Respond to simple questions in English or L1 Restate simple instructions Identify key information from classroom discussions with teacher prompts	Answer simple questions from a story read-aloud, assigned or independent reading Repeat multi-step instructions (e.g., We need to finish the diagram; write one paragraph about it; and read it to a peer.)
<b>Speaking</b> <b>Use vocabulary and other language features in a comprehensible and grammatically accurate way</b>	Use pre-taught vocabulary in simple sentences (e.g., They grow wheat in the prairies.) Use simple conjunctions (e.g., and, or) to join words and phrases in speech	Use high-frequency words with multiple meanings appropriately (e.g., kitchen table and mathematical table) Use compound sentences in speech
<b>Speaking</b> <b>Use language strategically to communicate for a variety of purposes</b>	Make requests in familiar daily contexts Initiate and engage in social interactions with peers, using both English and L1 Ask for a question or instructions to be repeated or rephrased Use a small repertoire of conversational strategies to participate effectively in group work (e.g., contributing ideas)	Paraphrase and use conversational strategies to maintain fluency (e.g., so you mean...?) Ask follow-up questions to seek additional information Self-correct or seek confirmation that a word or expression is used correctly

**Example 2:** student has not moved one step on the Writing continua  
 Abe is a grade 4 student – his initial assessment placed him on Step 1 for Writing. I have highlighted the STEP 1 behaviours that I have observed in class and feel that he has mastered. Abe has **not fulfilled all of the objectives for STEP 1** – he remains a **STEP 1** student for **Writing** next year.

WRITING	STEP 1	STEP 2
<b>Developing and Organizing Content</b> <b>Engage in prewriting to generate ideas</b> <b>And information</b>	Generate ideas by answering simple questions about personal experiences in L1 or English (e.g., using a word web, drawings, or illustrations)	Generate ideas by talking or brainstorming with peers and teachers in L1 or English (e.g., using an idea web, picture and/or dual language dictionaries)
<b>Organize ideas and information</b>	Use sentence starters provided by the teacher to organize ideas Organize ideas by sequencing pictures	Sequence ideas, using sentence strips Use visuals in prewriting activities and in preparing drafts (e.g., word walls, word lists)
<b>Form and Style</b> <b>Incorporate a variety of text forms and features in writing</b>	Contribute to individual or collective short language experience stories, using personally relevant English words	Write simple sentences using familiar words and a framework provided by the teacher (e.g., using captions and illustrations)
<b>Language Conventions</b> <b>Spell familiar and unfamiliar words, using a variety of strategies</b>	Write key personal information (e.g., name, birthday) in English and/or L1 Write high-frequency words used in the classroom	Write common sound symbol patterns (e.g., word families) Write familiar words in English and/or L1 (e.g., lists, word walls, picture or dual language dictionaries)
<b>Write with fluency, using a variety of Sentence structures</b>	Write simple sentences following patterns provided by the teacher, using pre-taught or sight vocabulary	Write a simple sentence, using conjunctions (e.g., I like to run <i>and</i> jump, I will go home <i>or to</i> the library)
<b>Use grammatical Structures appropriate to the purpose</b>	Use orientation of English print Use upper and lower case letters Use capital letters to begin sentences Use some personal pronouns and simple verb tenses	Write simple questions Experiment with verb tenses (e.g., past, present, future) Use final punctuation (e.g., question mark, period, exclamation mark) Use capital letters for proper nouns
<b>Revising Revise for content and clarity</b>	Use teacher feedback and classroom resources to make corrections to individual words (e.g., word wall, anchor charts)	Correct teacher- or peer identified spelling errors by using various resources (e.g., high frequency word lists, word family lists, picture and/or dual language dictionaries)

**Example 3:** student has moved one step on the Reading continua  
 Abe is a grade 4 student – his initial assessment placed him on Step 1 for Reading. I have highlighted the STEP 1 behaviours that I have observed in class and feel that he has mastered. Abe has **fulfilled all of the objectives for STEP 1** – he will be a **STEP 2** student for **Reading** next year.

<b>READING</b>	<b>STEP 1</b>	<b>STEP 2</b>
<b>Meaning</b> <b>Understand and respond to texts, using strategies</b>	Demonstrate understanding by responding to simple questions about information from a highly visual text by using a combination of visuals, L1, and English Make connections by matching words and pictures Use concepts of English print (e.g., directionality of print, English alphabet, sound/symbol patterns, upper and lower case letters)	Demonstrate understanding by making predictions before, during, and after reading, using drawings, English words and phrases, and L1 Make connections by relating content to personal experiences, using drawings, English words and phrases, and L1
<b>Form and Style</b> <b>Use text features, text forms, and style to construct meaning</b>	Locate information in a text, using visual cues	Identify and use simple text features (e.g., captions and illustrations)
<b>Fluency</b> <b>Read and understand familiar and unfamiliar words and phrases, and expand vocabulary</b>	Recognize and comprehend high frequency words in a few contexts (e.g., daily agenda, class chart) Decode unfamiliar words in highly visual texts by making sound-symbol connections and using dual language dictionaries	Recognize and comprehend high frequency words and phrases in multiple contexts Decode unfamiliar vocabulary supported by key visuals and dual language or English dictionaries

# How Do I complete The Purple STEPs Folder?

This row was completed by the ESL Coordinator after the initial assessment.

Name: Abe Mathews		D.O.B. 09/05/03				
DATE	SCHOOL	STEP			PROGRAM	COMMENTS
		ORAL	READING	WRITING		
09/11/11	NEH	2	1	1	ELD	LI GERMAN
06/26/12	NEH	3	2	1	ELD	MISSED 20 DAYS

This row is filled in by the Classroom teacher. You may wish to comment on attendance, difficulties, behaviour, or anything you feel is important for the next teacher.

## What Should be Inside the STEP folder?

The STEP folder should contain the initial assessment and a copy of the charts you have highlighted to indicate what elements of Oral, Reading, Writing the student has mastered.

## Where Does the STEP Folder Go at The End of June?

The STEP folder must be placed in the student's OSR.

# **ADAPTING MATH FOR ELLS**

# Common Differences Between Canadian Math And That Of Other Countries

Canada	Other																																																							
Use decimal to indicate place value below one and commas (traditionally) to show higher place values 1,000,000.00 = one million	Use commas to indicate place value below 1 and point to show higher place values 1.000.000,00 = one million																																																							
Use x to indicate multiply 3x4=	Use . To indicate multiply 3.4=																																																							
Use ÷ to indicate division 20÷5=	Use / to indicate division 20/5=																																																							
Teach fractions and decimals	Teach decimals only																																																							
Reward students for showing their work	Deduct points for showing their work																																																							
Value process as much as answer	Value answer over process																																																							
Emphasize problem solving and collaboration	Emphasize operations and memorization																																																							
Encourage the use of calculators	Calculators are not permitted																																																							
Numbers are European script  1 2 3 4 5 6 7 8 9	Many scripts: <table border="1"> <tbody> <tr> <td><b>Arabic</b></td> <td>٠</td><td>١</td><td>٢</td><td>٣</td><td>٤</td><td>٥</td><td>٦</td><td>٧</td><td>٨</td><td>٩</td> </tr> <tr> <td><b>Chinese (simple)</b></td> <td>〇</td><td>一</td><td>二</td><td>三</td><td>四</td><td>五</td><td>六</td><td>七</td><td>八</td><td>九</td> </tr> <tr> <td><b>Gujarati</b></td> <td>૦</td><td>૧</td><td>૨</td><td>૩</td><td>૪</td><td>૫</td><td>૬</td><td>૭</td><td>૮</td><td>૯</td> </tr> <tr> <td><b>Lao</b></td> <td>໐</td><td>໑</td><td>໒</td><td>໓</td><td>໔</td><td>໕</td><td>໖</td><td>໗</td><td>໘</td><td>໙</td> </tr> <tr> <td><b>Urdu</b></td> <td>۰</td><td>۱</td><td>۲</td><td>۳</td><td>۴</td><td>۵</td><td>۶</td><td>۷</td><td>۸</td><td>۹</td> </tr> </tbody> </table>	<b>Arabic</b>	٠	١	٢	٣	٤	٥	٦	٧	٨	٩	<b>Chinese (simple)</b>	〇	一	二	三	四	五	六	七	八	九	<b>Gujarati</b>	૦	૧	૨	૩	૪	૫	૬	૭	૮	૯	<b>Lao</b>	໐	໑	໒	໓	໔	໕	໖	໗	໘	໙	<b>Urdu</b>	۰	۱	۲	۳	۴	۵	۶	۷	۸	۹
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\*The ESL Coordinator/teacher can test basic numeracy for ELLs that have gaps in their prior education to determine a starting place for students with severe gaps. The math checklists that follow can be used by teachers to track progress in numeracy over the years.

# MATH CHECKLIST

EXPECTATIONS (indicate grade completed in box below)	COMMENTS							
<b>Makes, Understands, and Orders Numbers to:</b>								
10	50	100	1000	10000	100000	1000000		
<b>Counts, Compares, and Represents Numbers to:</b>								
0.1	0.01	0.001						
<b>Skip counts forwards by:</b>								
1s	2s	5s	10s	25s	100s			
<b>Skip counts backwards by:</b>								
1s	2s	5s	10s	25s	100s			
<b>ADDITION to:</b>								
Mental Strategies	20	2 digits	3 digits	4 digits	Decimals			
<b>SUBTRACTION Mental Strategies to:</b>								
Mental Strategies	20	2 digits	3 digits	4 digits	Decimals			
<b>MULTIPLICATION to:</b>								
Mental Strategies	2X1 dg	2X2d g	4X2dg	10s	100s	1000 s		Decimal s
<b>DIVISION to:</b>								
Mental Strategies	2x1 dg	3x1 dg	4x2 dg					
<b>MONEY Identify Coin and Value</b>								
Nickel	Dime	Quarter	Loonie	Toonie				
<b>Count, Show Different Ways to Make Change</b>								
\$0.20	\$1.00	\$10.00	\$50.00	\$100.00				

# MATH CHECKLIST

## EXPECTATIONS

(indicate grade completed in box below)

## COMMENTS

### FRACTIONS

Represent	Equivalent	Compare	Decimals	Percent	Ratio

### MEASUREMENT

Time-Hour	Time – half past	Time Quarter to	Time – Quarter After	Time - 5 minutes

### MEASUREMENT

Choose Units	Perimeter	Area

### GEOMETRY:

Basic	2D shapes			

### ALGEBRA and PATTERNING:

IDENTIFY	CREATE	EXTEND

### ALGEBRA and PATTERNING:

Equality Statements		

### DATA MANAGEMENT and PROBABILITY:

### Problem solving (refer to rubric for comments):

Communication	Knowledge	Thinking	Application

## Strategies for Supporting ESL students in Math

- Determine gaps and/or differences with a diagnostic. You can do this as you move through units or ask the ESL Coordinator/teacher for something with a broader scope.
- Value the methods used by the student to arrive at correct answers even when they are different from the standard that you teach
- Value mental computation skills
- Provide opportunities for students to demonstrate new strategies to the class
- Scaffold terminology and symbols with key visuals/word banks
- Provide support to fill gaps : e.g. when a student knows decimals but is not familiar with fractions.
- Make expectations explicit and demonstrate how to show work on tests; you may need to explain this more than once . Do not penalize students for not showing work unless they thoroughly understand this expectation.

## Strategies for Supporting ELD students in Math

- Determine an appropriate starting place
- Set small weekly/monthly goals
- Focus on basic place value and operations before attempting problem solving
- Provide multiple opportunities for students to grasp concepts that are new to them
- Teach operations using key visuals and manipulatives
- Teach the vocabulary for problem solving explicitly, using key visuals
- Teach the problem solving process explicitly, using step by step instructions supported by key visuals
- Allow lots of time for practice and review
- Where possible, provide first language scaffolding
- Move forward at the student's individual pace
- Keep track of specific progress and share with other teachers to ensure ongoing program planning and assessment matches the needs of the student

## **SPECIAL EDUCATION CONSIDERATIONS**

# The Referral Process For Ells Potentially Requiring Psychological Assessment

1. If school staff suspect that an ELL may have needs that do not relate to English Language and Literacy acquisition, they should contact the ESL Coordinator to arrange for a consultation (see Phase I of Referral Chart)
2. Over an appropriate period, the ESL Coordinator will support the school staff in gathering information (ELL Student Information Package) and revising programming to determine if students can make improvements .
3. If students is not able to make appropriate progress and there is sufficient documentation to clearly show that the areas of concern about the student cannot be explained by language/culture/prior experiences or other acculturation factors (see Phase III of Referral Chart) , then the ESL Coordinator will complete the ELL Referral Form and provide it to the principal.
4. A consultation meeting with school staff, the Special Education Consultant, parents and the ESL Coordinator will be held to determine if Psychological testing may be scheduled.

## When is it appropriate for school staff to refer an English Language Learner (ELL) for Special Education consideration?

- Consider a referral if: the student's previous educational documentation indicates an exceptionality or if the parents share serious concerns pertaining to their child's behaviour, communication skills, intellectual ability, or physical needs;
- a student is not adjusting to the Canadian classroom environment, or the cultural or social school milieu after a period of several months;
- a student is not making progress over time in an adapted academic environment and with appropriate supports and interventions in place.

**Note:** Identification of a student with self-evident exceptionalities such as a physical disability, communication disability, or diagnosed intellectual disability, suggests there is no need to wait to refer.

See *Categories and Definitions of Exceptionalities in Special Education: A Guide for Educators*, 2001, p. A18.

Identification of a student with specific exceptionalities such as a physical disability (blindness), communication disability (hearing impairment), or diagnosed intellectual disability (Down syndrome), is self-evident and should not present any delay in adapting programming for the exceptionality.

- Physical exceptionalities may impact on student learning so the challenge would be on how to effectively develop appropriate programming that address both the student's exceptionality and their English language learning.
- Educators may contact other professionals in their schools or boards, as well as the various Associations for Persons with Exceptionalities, e.g., Canadian Association for the Deaf at <http://www.cad.ca/> for specific information on supporting ELLs with these types of exceptionalities.
- See *Categories and Definitions of Exceptionalities in Special Education: A Guide for Educators*, 2001, p. A18 for a complete listing. (<http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf>)

## REFERRAL CHART FOR ELLS

### Phase I – Initial Assessment and Placement

The following should be included in this process: classroom teacher(s), Special Education teachers, ELL teacher, administrators, parents/guardians, and if needed, a qualified interpreter.

#### A. Complete a Student Profile

##### Family History Considerations

- Pre migration experiences
- Post migration experiences

##### Educational History

- Prior schooling  
(continuous/disrupted)

##### Medical Considerations

- Developmental milestones
- Vision, hearing, skills in  
first language speaking

#### B. Assess Student's Stage/Level of English Proficiency based on Ministry Stages of ESL or ELD

#### C. Determine and Implement an Appropriate Program based on Student's ESL or ELD stage

##### Consider the following:

- Program Adaptations
  - o Modifications (expectations appropriate to English proficiency level)
  - o Accommodations (instructional strategies to support achievement)
- Appropriate Assessment (assessment *for*, *as*, and *of* learning)
- Provision of ESL/ELD Resource Teacher support

### Phase II – Program Re-development

Initiated if English language learner is not progressing in the adapted program.

#### Involvement of In-School Support Team

Gather and review additional information and perform gap analysis. Make further program adaptations based on new information. Monitor student progress and provide any additional supports, and/or services as needed.

#### Review Student Information

- Student Profile
- Academic Gaps
- Access to nutrition and health care
- Self concept and social skills
- Learning style
- First language assessment
- Motivation/ attitudes

#### Collect Information from:

- Teacher(s)
  - Academic Progress
  - Behaviour/Attitude
- Student
- Parent/Guardian
  - First Language Development
  - Developmental/medical history

#### Consider Interpersonal Skills

Observe social skills and acculturation in the following settings:

- Classroom
- Peer interaction
- Community

#### Consider Academic Progress

- Multiple and current work samples
- Current assessments
- Evidence of progress over time
- Progress across content areas

### Phase III

#### English Language Learner's Progress Continues to be of Serious Concern

Conference with in-school support team and parents/guardians regarding recommendation for student to be assessed at a case conference and possibly considered for psychological assessment.



**Avon Maitland District School Board**  
**Education Centre**  
62 Chalk Street North  
Seaforth, ON N0K 1W0  
Telephone: (519) 527-0111  
*ALWAYS LEARNING*

# ESL/ELD Referral to Special Education

Referral for:

<b>School:</b>	<b>Date:</b>
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**Reason for Referral:** evidence of learning problems not related to second language learning process

**English  
Language  
Proficiency**

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**Classroom  
Teacher  
Observations**

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**ESL Tutoring  
Observations**

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**School:**

**Date:**

**Reason for Referral:** evidence of learning problems not related to second language learning process

**ESL Coordinator's Observations**

**Considerations and background information for non ESL/ELD assessments**

**ESL Coordinators' recommendations**

ESL Coordinator: \_\_\_\_\_

# LEARNING SERVICES CHECKLIST



**STUDENT:**

**Date of Birth:**

CIRCLE ALL THAT APPLY		SERVICE	IEP? CIRCLE	STRATEGIES
SERT ESL EA EMPOWER REVIEW OT/PT SP&L BEHAVIOUR BLIND/LOW VISION DEAF/HOH OTHER	GR6	X Per Week    Minutes	YES/NO	
	GR5	X Per Week    Minutes	YES/NO	
	GR4	X Per Week    Minutes	YES/NO	
	GR3	X Per Week    Minutes	YES/NO	
	GR2	X Per Week    Minutes	YES/NO	
	GR1	X Per Week    Minutes	YES/NO	
	SK	X Per Week    Minutes	YES/NO	
	JK	X Per Week    Minutes	YES/NO	
SERT ESL EA EMPOWER REVIEW OT/PT SP&L BEHAVIOUR BLIND/LOW VISION DEAF/HOH OTHER	GR6	X Per Week    Minutes	YES/NO	
	GR5	X Per Week    Minutes	YES/NO	
	GR4	X Per Week    Minutes	YES/NO	
	GR3	X Per Week    Minutes	YES/NO	
	GR2	X Per Week    Minutes	YES/NO	
	GR1	X Per Week    Minutes	YES/NO	
	SK	X Per Week    Minutes	YES/NO	
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	GR4	X Per Week    Minutes	YES/NO	
	GR3	X Per Week    Minutes	YES/NO	
	GR2	X Per Week    Minutes	YES/NO	
	GR1	X Per Week    Minutes	YES/NO	
	SK	X Per Week    Minutes	YES/NO	
	JK	X Per Week    Minutes	YES/NO	

When assessing an ELL's needs and progress over time, consideration should be given to the number and frequency of interventions by various staff.

## **Student Information Package**

### **Purpose:**

This Student Information Package is a tool to help teachers effectively track needs and progress and plan for programming. It supports communication between teaching professionals over the course of a student's Elementary school experience.

### **Student Information Package Procedures**

#### **Pocket #1**

- Include all LAP ( Literacy Assessment Portfolio) documents and complete the Transition Checklist on folder. This checklist is intended to keep a record of the assessments that the student has achieved the benchmark. Once a student has achieved the benchmark on an assessment, the teacher should indicate completion by signing off on the checklist and shredding the corresponding assessment (sight word lists, phonological awareness, letter recognition).

#### **Pocket #2**

- Complete a green Learning Services Checklist for students who are receiving further services. Use a different section for each service which applies.
- Complete an Intervention Strategy chart for students receiving targeted instruction.
- Fill in the chart on the folder with the Step the student is currently working on at the end of June and whether ELD or ESL program.
- Include STEP continua

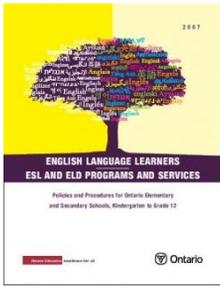
#### **Pocket #3**

- Track student's math skills on yellow tracking form by stating grade under the expectation when it is met.
- Check the areas which require modified expectations in math on the chart ( NS = Number Sense, M= Measurement, G=Geometry and Spatial Sense, P&A= Patterning and Algebra, DM & P = Data Management and Probability).

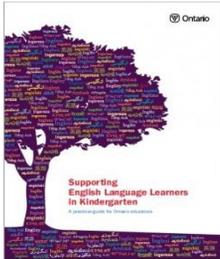
#### **Charts on the Back**

- Record Learning Skills concerns on the appropriate chart ( only indicate if there is a concern )
- Attendance Comments - comment on any attendance gaps

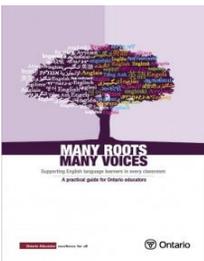
# REFERENCES



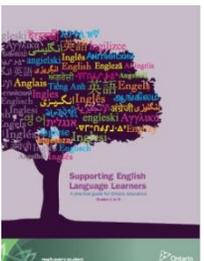
ENGLISH LANGUAGE LEARNERS: ESL AND ELD PROGRAMS AND SERVICES  
Policies and Procedures for Ontario Elementary and Secondary Schools,  
Kindergarten to Grade 12, 2007



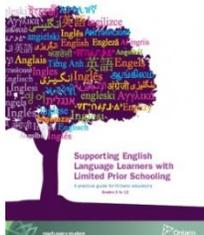
SUPPORTING ENGLISH LANGUAGE LEARNERS IN KINDERGARTEN:  
A practical guide for Ontario educators, 2007



MANY ROOTS MANY VOICES - SUPPORTING ENGLISH LANGUAGE  
LEARNERS IN EVERY CLASSROOM: A Practical Guide For Ontario  
Educators, 2005



SUPPORTING ENGLISH LANGUAGE LEARNERS:  
A Practical Guide For Ontario Educators Grades 1 to 8, 2008



SUPPORTING ENGLISH LANGUAGE LEARNERS WITH LIMITED PRIOR  
SCHOOLING: A Practical Guide For Ontario Educators Grades 3 to 12,  
2008



GROWING SUCCESS: Assessment, Evaluation and Reporting in Ontario's  
Schools, Grades 1 to 12, 2010

## IMPORTANT WEBSITES

AMDSB's ESL Website: maintained by the ESL Coordinator, providing information and resources for teachers from k-12

[www.amdsbesl.com](http://www.amdsbesl.com)

Edugains ELL : Ministry of Ontario resources for educators , including STEPs tools, monographs, webcasts, and Numeracy tips

<http://www.edugains.ca/newsite/ell/>

# APPENDIX