

The Ontario Curriculum
Grades 1–8

English As a Second Language
and
English Literacy Development

A Resource Guide

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Preface

The Ontario Curriculum, Grades 1–8: English As a Second Language and English Literacy Development – A Resource Guide, 2001 describes programs and procedures that support students who are from countries or communities in which standard Canadian English is not the primary language of communication and who may have difficulty meeting the expectations of the Ontario curriculum because of their lack of proficiency in English. Teachers should use this resource guide in conjunction with the various curriculum policy documents that make up the Ontario curriculum for Grades 1 to 8. The guide has been designed to help schools and classroom teachers provide the accommodations and modifications that will enable students from a variety of linguistic, ethnocultural, and educational backgrounds to participate as quickly and as fully as possible in all program areas and to achieve the expectations of the Ontario curriculum.

PART 1

ESL/ELD Program Considerations

Introduction

Students who have immigrated to Canada, students from Canadian communities in which a language other than English is spoken, and students who speak a language other than English at home may come to school with a limited understanding of English. These students are usually proficient users of their own languages but require assistance to learn English, the language of instruction in Ontario schools. English as a second language (ESL) instruction is designed to provide such assistance.

Students who have not developed literacy skills in their first language because of limited access to schooling or who come from communities where standard English is the official language but where other varieties of English are in common use may also require help in developing the English-language proficiency they need to succeed in school. English literacy development (ELD)¹ instruction is designed to help such students to improve their skills in reading, writing, and oral communication in English.

ESL/ELD students are often unable to demonstrate their true competence in other subjects because they lack the necessary language skills to understand the lessons or produce written or oral work. They need to be given time to develop their skills in English before their achievement can be assessed according to the criteria used for other students. The role of the school is to assist such students in acquiring the English skills they need to participate in learning activities on an equal basis with their peers and to meet the expectations of the Ontario curriculum. This document describes actions schools can take to support ESL and ELD students.

At the elementary level, ESL/ELD instruction is a support program or intervention rather than a separate curriculum subject. Because students' language proficiency affects their achievement in all subjects, teachers need to incorporate appropriate ESL/ELD approaches and strategies into all areas of the curriculum. Most ESL/ELD students, from early to more advanced stages of English-language acquisition, work in a regular classroom for most of the day, with the support of the classroom teacher and/or, where available, of an ESL/ELD teacher. This document provides practical strategies and models for integrating language and content instruction for ESL/ELD students in those classrooms.

The Backgrounds of ESL and ELD Students

Some ESL (English as a second language) students who enter Ontario schools have little or no previous knowledge of English but have received educational experiences in their own countries. Others may be Canadian-born students who are from homes and/or communities in which English is not widely used and who therefore have limited proficiency in English.

ELD (English literacy development) students are those who have had limited access to schooling and have significant gaps in their education. They may come from countries in which English is not spoken, or in which standard English is the official language but other varieties of English

1. The term *English literacy development* (ELD) replaces the designation *English skills development* (ESD). The ELD designation is now used at both the elementary and secondary levels.

are in common use. Unlike ESL students, ELD students have not had opportunities to develop age-appropriate literacy skills in their first language.

Factors Influencing Second-Language Acquisition

The rate at which an ESL/ELD student develops proficiency in English, adapts to the new environment, and integrates into the mainstream academic program in an Ontario school will be influenced by the following factors:

- the age of the student on arrival;
- the effects of possible personal trauma caused by natural disaster, political upheaval, war, family disruption, or other difficult circumstances;
- the length of time the student has lived in Canada;
- the student's stage of acculturation or orientation to Canada;
- the student's previous educational experiences;
- the student's level of first-language literacy;
- the student's previous exposure to English;
- the language or languages spoken in the student's home;
- the presence of learning exceptionalities.

Maintenance of the Student's First Language

Research indicates that students benefit academically, socially, and emotionally when they are encouraged to develop and maintain proficiency in their first language while they are learning English. Language skills and conceptual knowledge are readily transferable from one language to another, provided there are no learning exceptionalities. The first language provides a foundation for developing proficiency in additional languages, serves as a basis for emotional development, and provides a vital link with the student's family and cultural background. A strong foundation in the first language can also help students to:

- develop mental flexibility;
- develop problem-solving skills;
- communicate with family members;
- experience a sense of cultural stability and continuity;
- understand cultural and family values;
- develop awareness of global issues;
- expand their career opportunities.

The Acculturation Process

ESL/ELD students come from widely divergent backgrounds. Some come from countries in chaos; some have spent years in refugee camps; some are from areas that possess very little technology; some are from large, industrialized urban centres. Even among students from the same culture, there may be great differences in background and ability. For this reason, it is impossible to generalize about immigrants from a particular country or to predict which immigrant students will adjust most readily to Canadian society. It is acknowledged, however,

that all or most newcomers experience a period of cultural adjustment. Four stages have been identified in this period of adjustment: initial enthusiasm, culture shock, recovery, and integration. The characteristics of each stage are outlined below.

Stages in the Acculturation Process

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.

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.

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.

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.

The rate at which individuals experience the acculturation process may vary even among members of the same family. Some students may experience elements of different stages at the same time; some may remain in one stage for an extended period of time or may repeat characteristics associated with an earlier stage if the process has been interrupted. Students generally find it easier to learn English if they receive support while going through the acculturation process.

Stages of Second-Language Acquisition and Literacy Development

Stages of Second-Language Acquisition for ESL Students

ESL learners move through a series of predictable stages as they progress towards native-like proficiency in English. These stages are part of a continuum of language acquisition and are not tied to one particular grade or subject.

Stage 1: Using English for Survival Purposes

Students at Stage 1 are becoming familiar with the sounds, rhythms, and patterns of English. They try to make sense out of messages, and they show some limited comprehension of “chunks” of language. Their understanding depends on visual aids. They often respond non-verbally or with single words or short phrases.

Stage 2: Using English in Supported and Familiar Activities and Contexts

Students at Stage 2 listen with greater understanding and use everyday expressions independently. They demonstrate growing confidence and use personally relevant language appropriately.

Stage 3: Using English Independently in Most Contexts

Students at Stage 3 speak with less hesitation and demonstrate increasing understanding. They produce longer phrases and sentences. They participate more fully in activities related to academic content areas. They are able to use newly acquired vocabulary to retell, describe, explain, and compare. They read independently and use writing for a variety of purposes.

Stage 4: Using English With a Proficiency Approaching That of First-Language Speakers

Stage 4 is often the longest in the language-acquisition process. There may be significant differences between the abilities of students at the beginning of the stage and the abilities of students at the end of the stage. Students use a more extensive vocabulary with greater accuracy and correctness. They are able to use reading and writing skills to explore concepts in greater depth, even though their proficiency in language specific to academic program areas is still developing.

Detailed descriptions of the language skills and knowledge that ESL students are likely to have at each of these four stages are provided in the tables in Part 2 of this guide (starting on page 28). The descriptors are organized in tables under the following headings: Listening, Speaking, Reading, Writing, and Orientation. Three sets of tables are provided – for students in Grades 1 to 3, Grades 4 to 6, and Grades 7 and 8.

Stages of Second-Language Acquisition and Literacy Development for ELD Students

Students who have had limited access to schooling and have significant gaps in their education typically progress through four stages of proficiency in their use of standard Canadian English.

Stage 1: Beginning to Use Standard Canadian English Appropriately

Students at Stage 1 can read and comprehend simple written Canadian English. They are beginning to write, using simple structures.

Stage 2: Using Standard Canadian English in Supported and Familiar Activities and Contexts

Students at Stage 2 listen with greater understanding and use everyday expressions independently. They demonstrate growing confidence and use personally relevant language appropriately.

Stage 3: Using Standard Canadian English Accurately and Correctly in Most Contexts

Stage 3 is often the longest in the language-acquisition process. There may be significant differences in the abilities of students at the beginning of this stage and the abilities of students at the end of the stage. Students at Stage 3 use a more extensive vocabulary with greater accuracy. They are also able to use reading and writing skills to explore concepts in greater depth, even though their proficiency in language specific to academic program areas is still developing.

Stage 4: Reading and Writing

Students at Stage 4 demonstrate the skills needed to perform grade-appropriate reading tasks and use the conventions of standard written English appropriately.

Detailed descriptions of the language skills and knowledge that ELD students are likely to have at each of the stages are provided in the tables in Part 2 of this guide (starting on page 43). The descriptors are organized in tables under the following headings: Oral Expression and Language Knowledge, Reading, Writing, and Orientation. Three sets of tables are provided – for students in Grades 1 to 3, Grades 4 to 6, and Grades 7 and 8.

Most ELD students will have some oral proficiency in English. Descriptions for listening and speaking (combined under the heading “Oral Expression and Language Knowledge”) have therefore been provided in a framework consisting of three stages of development (rather than four). In cases where English is not the student’s first language, teachers may need to consider the descriptors for both the ESL stages and the ELD stages. Teachers may focus on the ESL stages for the development of oral proficiency in English while using the ELD stages to address the student’s literacy requirements.

Using the Stages of Second-Language Acquisition in Program Planning, Program Development, and Assessment of Student Performance

Three sets of descriptors (for Grades 1 to 3, Grades 4 to 6, and Grades 7 and 8) are provided, in the tables in Part 2 of this guide, for skills related to listening, speaking, reading, writing, and orientation at each stage of ESL learning. Three sets of descriptors for the different stages of ELD development are also provided, for skills related to oral expression and language knowledge, reading, writing, and orientation. Teachers may use these descriptors as a guide for program planning, program development, and assessment for ESL and ELD students.

Teachers might begin by photocopying the set of tables that applies to the particular ESL or ELD student, taking into consideration the student’s age (e.g., selecting the Grade 7 and 8 descriptors for a 12-year-old student). After identifying and highlighting the skills that the student currently demonstrates, teachers will be able to focus on the skills that need to be taught, initially and in subsequent stages. The descriptions for the stage that best reflects the

student's demonstrated skills will also help teachers to adapt or modify the student's regular grade expectations appropriately, as illustrated in the sample teaching units provided in Part 3 of this guide.

It is important to remember that students are moving along a continuum of language learning. The rate at which students move from one stage to the next will vary with the individual student. In addition, students may demonstrate skills associated with more than one stage at the same time. This reflects a natural progression of second-language acquisition.

The stages of second-language acquisition and literacy development must be understood in the context of the following general information about the progress of ESL/ELD students:

- In the early stages of acculturation and language acquisition, there are periods of rapid growth as well as times when the student may experience a “silent period” or plateau. During such “silent periods”, the student is absorbing large amounts of linguistic and cultural information but is not yet ready to produce oral language, especially in front of the class.
- Most ESL/ELD students are able to use English to communicate in social situations and day-to-day classroom interactions within one or two years. However, students may require *from five to seven years* to develop the ability to understand the academic language used in textbooks and to use English to express the increasingly complex and abstract concepts encountered in the higher grades.

Program Delivery

Responsibility for students' language development is shared by the classroom teacher, school staff, and, where available, the ESL/ELD teacher. Volunteers and peers may also be helpful in supporting ESL/ELD students in the classroom. Students will require varying lengths of time and levels of support in ESL/ELD programs to acquire the English-language skills necessary for integration into the mainstream program. Research shows that students acquire language most readily when they are fully involved in all learning activities in the classroom.

To facilitate students' language learning, program planners should ensure that:

- language is used in a natural way, in real and practical contexts;
- classroom activities regularly provide opportunities for listening and speaking;
- learning activities integrate the skills of listening, speaking, reading, and writing;
- opportunities for acquiring new vocabulary are always available and are related to curriculum areas;
- opportunities for interesting conversation with English-speaking peers are available on a regular basis;
- mistakes are accepted as a part of learning;
- the purpose of various oral communication, reading, and writing tasks is clear to the learner;
- students are given time to process the new language and are not pressured to speak it until they are ready.

Depending on students' individual needs and on local circumstances, one or more of the following program models may be appropriate:

- **Integrated Classroom Programs.** Students are placed in a classroom at the appropriate grade level for their age and receive English-language support, throughout the day and across all subject areas, from the classroom teacher and/or the ESL/ELD teacher.
- **Tutorial Support.** Tutorial support is appropriate for students who are showing progress in the grade-level program but may still require some assistance to reinforce their language and/or cognitive development. For these students, some one-to-one or small-group instruction may be necessary for a short period of time. Such instruction would be provided by the classroom teacher, the ESL/ELD teacher, or other school support staff.
- **Intensive Support.** Intensive support is appropriate for students who are in the early stages of learning English as a second language and/or who have had limited educational opportunities. Students may be withdrawn from the regular classroom program for intensive literacy support. However, at least part of the day should be spent with English-speaking peers in a regular classroom program.

Elements of the different models may be combined to allow an individual student's program to be tailored more closely to his or her specific needs.

The Role of the School: Establishing School-Wide Supports for ESL and ELD Students

It is important for schools to have procedures in place to support and reassure students who are entering unfamiliar surroundings and to promote their smooth and successful integration into the school and the Ontario school system. In addition to setting up procedures for the reception, orientation, assessment, and placement of students, and for monitoring their progress, schools will need to find ways to establish and maintain effective communication with the parents² of ESL/ELD students and to promote an inclusive and supportive school environment.

Schools should also give thought to the needs of students who arrive during the school year and should make special provisions to ensure their effective integration into classes that are already in progress.

Reception and Orientation

Schools should establish regular procedures for receiving new students and assessing their educational and linguistic backgrounds and needs. Reception and orientation procedures that ensure a welcoming atmosphere and provide support to new students and their families are an essential part of the successful integration of new students into the elementary school. During the initial reception phase, school staff should collect background information about the student to assist in initial assessment and placement and should take steps to establish open and positive communication with the home. The assistance of an interpreter should be used, where possible, to facilitate mutual understanding.

To ensure new students' smooth transition to the school, the school principal should identify a school team that will be responsible for the reception of ESL/ELD students and their families. Depending on individual school circumstances, the team may consist of administrators, teachers, and support staff.

The classroom teacher or ESL/ELD teacher should collect initial background information about the student, including personal history, circumstances of immigration, previous educational experience, education plans, and career aspirations. This teacher should also review any educational documents that the student may bring. If documents are not available, the teacher should gather information about previous schooling from the student and the parent, including details of the number of years of schooling completed and any interruptions that may have occurred in the student's education (e.g., in the case of refugees).

A member of the team should be responsible for providing essential orientation information³ to the student and family. Orientation information should include the following:

- basic information about the school community and the structure of the school day and year;
- the names of the principal, the classroom/subject teachers, and, where available, the ESL/ELD teacher, as well as the school telephone number and the telephone numbers of relevant community organizations and of a bilingual contact person or interpreter;

2. In this document, the word *parents* refers to parent(s) and guardian(s).

3. It is helpful to have this information available in printed form so that newcomers are not overwhelmed by the need to assimilate a great deal of information all at once. It is also helpful to provide this information in the student's first language.

- a description of support services available from the district school board;
- a description of important school norms and rules, such as those outlined in the Code of Conduct (including the dress code), and information about lunch times and facilities, bus schedules, and emergency procedures;
- a description of the Ontario school system;
- information on the role of parents in Ontario schools.

The classroom teacher or ESL/ELD teacher should introduce the new student to classroom partners or student guides, including, if possible, some who speak the newcomer's language and who will help to orient the student to the school and its routines.

Initial Assessment

The purpose of the initial assessment is to obtain further, more detailed information about each student's educational background and experiences and level of proficiency in English in order to provide appropriate programming. This process may include a first-language assessment; an ESL/ELD assessment, guided by the descriptions of skills at the four stages of second-language acquisition provided in Part 2 of this guide; and a mathematics assessment. The information should be gathered informally over several weeks through observation of students as they participate in reading and writing tasks and mathematics activities, interact with peers, and respond to new tasks and learning situations.

ESL/ELD students arrive with a variety of literacy experiences. Some have well-developed literacy skills in their first language. Others, who may have had limited educational opportunities, may not have developed grade-appropriate literacy skills in their first language. Determining the student's level of literacy in his or her first language will help clarify the level of support the student will require while learning English. The assistance of interpreters or translators and the use of dual-language materials may be helpful, where those services and resources are available. The student's proficiency in using the first language in initial writing tasks can provide information about his or her literacy skills.

Placement

Elementary students should generally be placed in the grade that is appropriate for their age, rather than in a lower grade on the basis of their level of academic functioning. Students' academic and social development are enhanced in an environment where they are able to engage in the learning process with their peers. Information gathered from student records, from parents, and through the initial assessment will help identify what type of ESL/ELD program would be most appropriate for the student. Rates of English-language acquisition vary from student to student. Ongoing monitoring of student progress and a flexible approach are needed to ensure that students' ESL/ELD programs continue to be appropriate for them.

When assessment and monitoring of a student's progress indicate that he or she may be functioning several grades behind his or her peers, teachers should try to obtain more information about the student's educational background, including any experiences of disrupted schooling or limited access to schooling in the country of origin. With focused literacy instruction, the student can probably make steady gains towards catching up with peers. Even so, some students – about the same proportion as in the general school population – may have learning difficulties that

are not related to a lack of knowledge of English or to gaps in their schooling. Measures to accommodate these students are discussed under “Further Considerations”, in the section on exceptional students (page 25).

Monitoring

Each student’s academic progress and social integration should be carefully monitored by the classroom teacher and, where available, the ESL/ELD teacher. While the initial assessment may provide sufficient information for tentative programming, it is important to assess each student’s progress on an ongoing basis. Teachers should keep track of the student’s academic and linguistic development and progress in second-language acquisition and should suggest and make changes to a student’s program and provide additional supports as needed.

A student may appear to be completely integrated into the mainstream program within two or three years. However, the student’s progress should continue to be monitored until he or she has demonstrated a level of proficiency in English skills similar to that of his or her English-speaking peers.

Communicating Effectively With Parents of ESL/ELD Students

The school should establish procedures for helping the parents of new students become oriented to the school and the school system. Where possible, interpreters and translated material should be used to facilitate home–school communication. The school should attempt to recruit other families in the community who speak the newcomers’ language to “partner” and support the newcomers for a period of time.

Promoting an Inclusive and Supportive School Environment

All school staff members should work towards creating a welcoming and supportive atmosphere for ESL/ELD students. School administrators can help to create such an atmosphere by implementing some of the following suggestions:

- post visual images that represent all students in the school;
- provide signs, notices, and announcements in the languages of the school community;
- honour the various cultural and faith celebrations within the school;
- encourage and recruit bilingual volunteers;
- have staff who provide ESL/ELD support collaborate in program planning;
- promote professional development opportunities for ESL/ELD staff and classroom teachers;
- take ESL/ELD considerations into account when creating timetables;
- include time for ESL/ELD progress reports in the agenda for staff meetings;
- make resources for effective implementation of ESL/ELD programs accessible to staff;
- allocate budget funds for the purchase of inclusive curriculum resources;
- consult regularly with board and community resource personnel about additional ways to support and strengthen ESL/ELD programs.

The Role of the Classroom Teacher and the ESL/ELD Teacher

In elementary schools, most students who require ESL/ELD support participate in the regular classroom program for most of the school day. All teachers, therefore, need to work together to:

- identify students who will need ESL/ELD support and plan and implement programs for them;
- incorporate appropriate ESL/ELD approaches and strategies into the regular instructional program;
- provide ongoing assessment and evaluation of students' acquisition of English and report on student progress;
- implement board procedures related to the referral process for ESL/ELD students, in collaboration with school staff and parents;
- collaborate with relevant school staff to find ways to use and adapt resource materials for ESL/ELD students;
- initiate and/or participate in school-level case conferences and parent meetings as required.

Teaching Strategies

a) Strategies for Supporting the Newly Arrived ESL/ELD Student

Providing a warm and welcoming environment for the ESL/ELD student from the start will facilitate a smooth transition into the new school and classroom and will have a positive impact on the newcomer's confidence, motivation, social adjustment, desire to learn, and even his or her health and attendance. Strategies that teachers can use to help students through the initial adjustment period include the following:

- Practise and use the correct pronunciation of the student's name.
- Seat the student where she or he can see and hear all classroom activities and near classmates who will provide support and language models.
- Introduce yourself and the students who sit nearby. Write your name in the student's notebook for his or her reference.
- Assign a classroom partner (if possible, of the same gender and with the same language background) to assist the student in adjusting to the school and class. Write this name in the student's notebook, as well.
- After the student has had an opportunity to make an initial adjustment to your classroom, arrange for a school tour.
- Ensure that the student is aware of school hours and can find the washroom, lunch room, gym, and other key locations in the school and knows the routines and schedules for their use.
- Teach the student key "survival" phrases such as: "*Where is...?*", "*May I...?*", "*I don't understand*", "*Hello*", "*Good morning*", "*Goodbye*".
- Teach the student the English for important personal information (address, phone).
- Be sure the student knows how to get home safely at the end of the day.

- To help with socialization, give the newcomer classroom jobs such as distributing or collecting classroom materials, going on errands with a partner, and being a classroom helper.
- Develop a “Welcome Book”, with an accompanying audiotape, for the student. The book might contain basic school vocabulary, greetings, the alphabet, staff names and pictures, and room locations and names. The student may then read the book and listen to the tape simultaneously, at leisure. Where possible, the book should include reminders/translations in the student’s first language.
- To help students learn new English vocabulary, provide a bilingual and/or picture dictionary, picture cards, and a notebook or scrapbook in which the student can begin creating a personal dictionary.
- Gather language-learning materials that the student can use independently or with a buddy. Such materials could include the following:
 - picture books with accompanying tapes
 - dual-language books
 - mathematical activities
 - interactive CD-ROMs
 - games such as Concentration, Boggle, Scrabble, word searches, puzzles
 - taped music, songs, chants, rhymes (with accompanying written text, if possible)
 - illustrated print material that relates to the content areas being studied and has controlled vocabulary and sentence structure
- Use themes such as the following for vocabulary development, as appropriate to the grade level:

– colours	– clothing	– family
– classroom	– home	– neighbourhood
– school	– food	– senses
– feelings	– weather	– seasons
– animals/plants	– sports/recreation	
– Ontario	– Canada	
- Encourage the student to use the first language in journals, personal dictionaries, word lists, prewriting activities, and oral discussions, and for making notes and visual organizers and preparing outlines or drafts. Use of the first language as a tool for learning and thinking helps the student develop a strong foundation of knowledge and skills upon which English proficiency can be built.

b) Strategies for Ongoing Classroom Use With ESL/ELD Students

- **Design lessons and activities and choose resources that recognize students’ background knowledge and experiences.** Encouraging students to share information with one another about their own languages and cultures strengthens all students’ awareness of language and culture and helps to give them a sense of belonging and of being respected.
- **Use subject content as a vehicle for English-language instruction.** Providing students with opportunities to acquire language in a context that is interesting and relevant will assist the language-learning process. As well, students need to begin as soon as possible to use the language of instruction to acquire important concepts and skills in the various subject areas of the curriculum and to develop higher-level thinking skills (e.g., problem solving, inferring, analysing, synthesizing, and predicting).

- **Adapt programs to allow students in the early stages of learning English and/or at early stages of development in English literacy to be successful.** Appropriate adaptations include the following:
 - modifying some or all of the subject expectations;
 - adapting instructional strategies to include simplified vocabulary and increased use of visual cues, graphic organizers, and peer tutoring;
 - using students’ first languages at strategic times;
 - using a variety of learning resources, including visual materials, simplified texts, and bilingual and picture dictionaries;
 - modifying assessment strategies (e.g., by providing extra time, using conferencing, and having students complete graphic organizers and cloze activities for assessment tasks that depend heavily on proficiency in written English).
- **Highlight the different ways in which language is used in various subject areas.** All students, but especially ESL/ELD students, need to acquire the specialized vocabulary and language skills appropriate to each discipline. For example, in science and technology, students need practice in using the passive voice to write reports or describe processes. In mathematics, students need to understand and use expressions for comparing quantity, speed, and size, as well as words and phrases related to mathematical operations, in order to communicate knowledge related to concepts, procedures, and problem solving. In history and social studies, students need to become familiar with a wide range of tenses, words, and phrases that indicate chronological and/or cause-and-effect relationships among ideas and events.
- **Work collaboratively with all teachers of ESL/ELD students.** Share information with other teachers about the student’s classroom behaviours, academic progress, and willingness to participate in a variety of classroom activities and groupings. Share tips about effective ways of helping the student become familiar with the vocabulary and concepts of particular subject areas.

c) Strategies for Integrating ESL/ELD Students Into the Academic and Social Environment of the Classroom⁴

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*”.

4. The material in this section is adapted from “Supporting ESL/ELD Learners in the Classroom”, in *Multilingual Education in North York Schools* (pp. 8–9), © 1998 by the former North York Board of Education. The material is used with the permission of the Toronto District School Board.

- **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.

The Role of Parents

As with students who speak fluent English, ESL/ELD students perform better in school if their parents are involved in their education. Teachers need to encourage the parents of an ESL/ELD student to support their child and let the parents know how they can help him or her at home.

Parents do not need to be proficient in English in order to help their child. For example, when parents continue to support the development of the first language, the child's underlying knowledge, conceptual base, and language ability are improved. This cognitive and linguistic knowledge is transferable and helps the student while learning English.

Parents should be encouraged to use their first language at home with their child to:

- discuss books;
- talk and share family experiences;
- review school work;
- write to family members;
- read.

Assessment, Evaluation, and Reporting

Assessment

Assessment and evaluation of ESL/ELD students should:

- focus on improving student learning;
- be linked directly to curriculum expectations (as modified for each student's ESL/ELD stage of development);
- recognize linguistic and academic progress while taking into account realistic and varying rates of second-language learning;
- incorporate student self-assessment;
- actively involve students and parents.

To determine if their assessment procedures for ESL/ELD students are appropriate, teachers should consider the following questions:

- Do assessments reflect appropriate program adaptations?
- Are assessments based on clear statements of expectations?
- Do assessments take into account the student's developing understanding of English?
- Do assessments take into account the cultural and linguistic background of the student?
- Do assessments allow for the use of the student's first language as appropriate?
- Do assessments include clear guidelines for program monitoring?

Because language learning is developmental and involves experiment and approximation, the educational strengths and needs of the ESL/ELD student can be identified most effectively through the use of a variety of assessment tools. Teachers should provide students with a wide range of opportunities to demonstrate what they know and what they can do. Teachers can base assessments on tests and anecdotal records, on the results of student work (such as portfolios, journals, learning logs, and oral reports/presentations), and on observation of the student during a variety of classroom-based instructional activities such as the following:

- | | |
|---|--|
| – cloze activities | – retellings |
| – role-plays or simulations | – demonstrations/experiments |
| – discussion groups | – conferences |
| – interviews | – peer- and self-assessment activities |
| – peer teaching (students teach a skill or idea to one another) | |

Evaluation

Teachers should adjust their expectations according to the length of time students have been in Canada, their previous educational and social experiences, and the amount of cultural adjustment required. Evaluation procedures should be clear and purposeful and should distinguish between ESL/ELD needs and program content needs. The descriptions provided in the tables in Part 2 of this document will be helpful in measuring student progress in language acquisition and, by extension, may also be useful for measuring student achievement of curriculum expectations.

Reporting to Parents of ESL/ELD Students

Teachers should communicate with parents about their child’s progress throughout the year. In addition to the report card, teachers can use parent–student–teacher conferences (including discussion of samples of student work), interviews, phone calls, and informal reports to keep parents informed about their child’s learning. Where possible, it would be helpful to use the services of an interpreter to ensure that all information is conveyed clearly and understood completely, and to enable parents to ask questions.

Completing the Provincial Report Card

The ESL box that appears in the subject field on the report card should be checked for any student receiving ESL support in any subject area, whether from an ESL or ELD teacher, classroom teacher, or other school staff.

The “ESD”⁵ box should be checked for all students receiving ELD support in any subject area, whether from an ESL or ELD teacher, classroom teacher, or other school staff.

Checking the ESL or ESD box indicates that accommodations and/or modifications of curriculum expectations are in place for that student.

If the curriculum expectations for the ESL/ELD student have been modified, then the student’s mark or grade reflects the student’s level of achievement in the modified program. In such cases, the following statement must be included in the “comments” section:

*The (grade/mark) for (strand/subject) is based on achievement of the expectations in the (ESL or ELD) program, which vary from the Grade ___ expectations.*⁶

When an ESL/ELD student also has an Individual Education Plan (IEP), the following statement should be used instead of the ESL or ELD statement: “*The (grade/mark) for (strand/subject) is based on the achievement of the expectations in the IEP, which vary from the Grade ___ expectations.*”⁷ The mark assigned is based on the expectations outlined in the IEP. ESL/ELD needs should be considered when the expectations in the IEP are being determined. An ESL or ELD student who has an IEP and whose program has been aligned with his or her stage of development in ESL or ELD should therefore rarely receive an “R” (indicating that remediation is required).

5. English literacy development (ELD) was formerly referred to as “English skills development” or “ESD”. The box for ELD on the report card may still be identified as “ESD”.

6. Ministry of Education, Ontario, *Guide to the Provincial Report Card, Grades 1–8* (Toronto: Ministry of Education, Ontario, 1998), p. 8.

7. Ibid.

ESL/ELD students should be given time to develop their skills in English before their achievement is assessed by the criteria used for other students. In some cases, it may be appropriate to avoid giving a mark in a particular subject, or even in all subjects, on the report card. For example, it may not be possible to provide a fair evaluation of performance for students who have arrived very recently or who have missed so much schooling that few of the program expectations can be evaluated. In such a case, teachers should use the space on the report card to make clear that insufficient evidence of achievement is available at that time and to write anecdotal comments about the student's progress.

It is important to ensure that parents of ESL and ELD students understand on what basis a particular mark has been given and how it relates both to the student's ability to use English and to his or her proficiency in the subject area.

Further Considerations

ESL/ELD Students in the Kindergarten Program

ESL/ELD children at the Kindergarten level exhibit a variety of responses and behaviours as they learn a new language and adjust to a new social environment.

Initially, some Kindergarten children who are learning English as a second language may go through a “silent period”, during which they prefer to observe things around them without comment. They may choose not to talk until they can make sense of the new language through careful listening to the teacher and to peers in the classroom and on the playground. Or they may talk to others in their first language, unaware that the listener does not understand them. This often occurs during parallel play. During this phase, students may use body language rather than speech to communicate until they have absorbed enough of the new language to feel confident in their interpretations of what is said and in their ability to provide appropriate responses. When they do choose to talk, some may begin by using a single word or phrase to represent a thought, while others may be surprisingly fluent.

Second-language learners in Kindergarten are still in the process of acquiring their first language. Most acquire the surface features of English quickly, using what they already know about learning and using a language. There is a strong likelihood that their first-language development will be delayed or even regress, with negative consequences not only for family communication but also for academic and social success. These students need consistent and attentive support from both the teacher and the parent to ensure successful development of both English and the home language.

Kindergarten teachers can play an important role by modelling the use of simple, concrete language for second-language learners. To ensure that students understand what is being taught, teachers can use pictures, gestures, and vocal intonation and volume. Second-language learners should have opportunities to practise saying words and phrases through choral activities in the classroom using pattern books, chants, rhymes, and songs. Above all, Kindergarten ESL/ELD students need to be engaged in play. A pleasant, non-threatening atmosphere in the classroom encourages children learning a new language to listen and allows them to feel confident enough to respond orally.

ESL/ELD Students and the Secondary School Curriculum

In Ontario elementary schools, various models for ESL/ELD program delivery may be in place. Many students in Grade 8 are still learning English, even though they may no longer be receiving ESL or ELD support. Once in secondary school, these students may still need ESL or ELD support to help them cope with the linguistic demands of the secondary school program. It may be appropriate to enrol these students in an ESL or ELD course in place of a Grade 9 English course, as well as in special courses or sections of other subjects developed for ESL/ELD learners. (See *The Ontario Curriculum, Grades 9 to 12: English As a Second Language and English Literacy Development, 1999*). Communication between the elementary and secondary school about the academic achievement of Grade 8 students is an essential first step in planning an appropriate secondary school course of study. It may be necessary to reassess students' English proficiency and ESL/ELD needs at this time.

ESL/ELD Students in the French As a Second Language Program

It is expected that ESL/ELD students will participate in the French as a second language (FSL) program along with their grade-level peers. Core French curriculum expectations may need to be modified according to the age, ability, and/or background of individual students.

ESL or ELD Students Who Are Exceptional

When planning ESL or ELD programs, it is necessary to take into account the needs of exceptional students as set out in their Individual Education Plan. ESL and ELD students show the full range of learning exceptionalities in the same proportions as do other Ontario students. Some are gifted, demonstrating special aptitude for learning. Some students arrive with already identified special learning needs, while the needs of others are identified when their progress in English-language acquisition and cultural adjustment differs significantly from that of students from similar backgrounds and with similar educational experiences. (In some countries, assessment procedures and programs for exceptional students would not have been available.) In identifying ESL/ELD exceptional students, it is not recommended that schools wait until students have “learned English” before they are assessed for learning exceptionalities. A delay in addressing a possible exceptionality can greatly delay the student’s mastery of English, in addition to working to the student’s detriment in other respects.

Like other students with special needs, ESL/ELD students who have special needs are identified as exceptional by an Identification, Placement, and Review Committee (IPRC) of the board. Assessment of all students for programming and identification purposes must be culturally and linguistically appropriate. Assessors should use more than one instrument or set of instruments in considering the learning characteristics and describing the performance of ESL/ELD students. Students should not be assessed as learning disabled on the basis of performance or behaviours that reflect a normal process of second-language acquisition or a lack of prior opportunity to acquire the knowledge and skills being tested.

Teachers must be especially cautious when assessing ESL/ELD students only in English. A student’s difficulty in completing a task or following directions may reflect his or her stage of English-language acquisition rather than an inability to perform the task.

ESL/ELD Students and Technology in the Curriculum

All ESL/ELD students should have opportunities to develop competence in using computers and other technologies. Many ESL/ELD students bring with them a wide range of technological experience, but some have had no previous access to computers or other technologies. These students should be taught how to use word-processing programs for school writing projects and should receive help in developing Internet skills. All areas of a student’s English-language development can be enhanced through the use of interactive software programs (such as word-processing programs with capabilities for checking grammar and spelling, graphics programs, desktop publishing simulations, and interactive problem-solving games).

PART 2

Descriptions of Skills at the Four Stages of Second-Language Acquisition and Literacy Development

A. Stages of Second-Language Acquisition for ESL Students

Table A1.1: ESL, Grades 1 to 3 – Listening

Stage 1 Students understand basic spoken English. They:	Stage 2 Students understand key information presented in highly supported contexts in a variety of settings. They:	Stage 3 Students understand social English, but require contextual support to understand academic language. They:	Stage 4 Students understand spoken English in most contexts. They:
<ul style="list-style-type: none"> – follow simple directions with support from visual cues – respond to clear, short, simple questions – respond briefly to short, simple stories, songs, and poems – respond to familiar conversational topics using single words and short phrases – respond to gestures, courtesies, and tones of voice, and follow classroom routines 	<ul style="list-style-type: none"> – participate in conversations on familiar topics – understand key vocabulary and concepts related to a theme/topic – request clarification when necessary – respond to direct questions, frequently used commands, courtesies, and some humour – respond to non-verbal signals in familiar contexts – begin to respond to unseen speakers (e.g., on the radio, on the telephone, over the school public-address system) – identify main ideas in visually supported oral presentations containing familiar vocabulary 	<ul style="list-style-type: none"> – respond to discussions and conversations – identify key information in most contexts, with the aid of some repetition – respond appropriately to body language, non-verbal signals, tone of voice, pauses, stress, and intonation – respond to unseen speakers (e.g., over the school public-address system, on the radio, on the telephone) – follow a series of simple instructions 	<ul style="list-style-type: none"> – participate in most social and academic discussions – respond to complex sentences – understand age-appropriate expressions and idioms

Table A1.2: ESL, Grades 1 to 3 – Speaking

Stage 1 Students speak English for basic communication. They:	Stage 2 Students speak English with increasing spontaneity and accuracy. They:	Stage 3 Students initiate conversations and participate in discussions and presentations using a variety of strategies. They:	Stage 4 Students speak English accurately in most situations. They:
<ul style="list-style-type: none"> – use short, patterned questions to seek information – share personal information (e.g., name, address) – express basic needs using single words – identify familiar names, objects, and actions – speak with sufficient clarity for teacher comprehension – begin to use (with assistance) subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction – imitate some English stress and intonation patterns – use everyday gestures and courtesies to convey meaning – participate in short, prepared role plays and dialogues 	<ul style="list-style-type: none"> – ask simple questions – participate in social discussions using short phrases and short sentences – participate, with prompting, in academic discussions, using short phrases and short sentences – initiate and maintain face-to-face conversations – recount familiar events, stories, and key information – give simple directions or instructions and communicate simple observations – express personal opinions and emotions – speak with sufficient clarity and accuracy for listener comprehension – speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm – express meaning with growing competence, using present and past verb tenses when explaining causes and results, direction, and time 	<ul style="list-style-type: none"> – initiate and maintain conversations – participate in discussions based on classroom themes – make short, effective oral presentations in an academic context – speak with clear pronunciation and enunciation – begin to self-correct simple grammatical errors – use voice to indicate emphasis through pacing, volume, intonation, and stress 	<ul style="list-style-type: none"> – use most language structures appropriate to the grade level – speak with fluency and clarity in group situations – self-correct common grammatical errors – make academic presentations – use idiomatic and colloquial language appropriately

Table A1.3: ESL, Grades 1 to 3 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with ongoing support. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – recognize the alphabet in print – know the direction of English print – read pictures and use picture clues – begin to use phonetic and context clues and sight recognition to understand simple texts (e.g., pattern books, chart stories, songs, chants, rhymes) – recognize familiar words and repeated phrases in plays, poems, stories, and environmental print – participate in shared reading activities, choral reading, and rehearsed reading in a small group – select appropriate reading materials, with assistance 	<ul style="list-style-type: none"> – use reading strategies to assist in deriving meaning from text (e.g., predicting; rereading; phonics; recognition of cueing systems, repetition, and word families) – understand familiar vocabulary in age-appropriate stories, poems, scripts, environmental print, and computer text – select main ideas in short, familiar passages from a variety of genres – use some correct phrasing and rhythm when reading familiar material aloud – use the school library, with assistance, to find personal reading materials for enjoyment and information 	<ul style="list-style-type: none"> – begin to follow written instructions – describe story components (e.g., character, plot, setting) – read and understand grade-appropriate text, with minimal assistance – use grade-appropriate resources that provide some visual or contextual support (e.g., graphic organizers, class word lists, theme-book collections, environmental print, picture dictionary, table of contents) 	<ul style="list-style-type: none"> – respond independently to written instructions – recall and retell a written story – figure out meaning in text that may be unfamiliar, unsupported by visual context, and contain challenging vocabulary and sentence structures – read a variety of print material – begin to use independent research skills in the classroom and school library – choose and enjoy material for personal reading similar in scope and difficulty to that being read by peers

Table A1.4: ESL, Grades 1 to 3 – Writing

Stage 1 Students begin to write using simple English structures. They:	Stage 2 Students write in a variety of contexts using simple English structures. They:	Stage 3 Students write English in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write English for a variety of purposes using appropriate conventions. They:
<ul style="list-style-type: none"> – begin to dictate labels, phrases, and sentences to a scribe – print the English alphabet in upper- and lower-case letters – copy written information, following left-to-right and top-to-bottom progression – complete sentence patterns based on familiar and meaningful context and vocabulary – add words to sentence openers to complete a thought – write some personally relevant words – express ideas through drawing, writing in the first language, and labelling – write personal information (e.g., name, address) – participate in shared writing activities in small groups – participate in a variety of prewriting activities – begin to use computers for writing activities 	<ul style="list-style-type: none"> – compose short, simple, patterned sentences based on learned phrases and classroom discussion – write some common and personally relevant words – use capital letters and final punctuation – begin to use basic sentence structures (e.g., statements, questions) – use appropriate formats to write for a variety of purposes (e.g., lists, signs, labels, captions, cards, stories, letters, journals) – use the writing process, with assistance (e.g., participate in structured prewriting activities; make some changes between the initial and final draft) – use computers to begin to develop word-processing skills 	<ul style="list-style-type: none"> – write short compositions, making some use of appropriate verb tenses, prepositions, simple and compound sentences, and descriptions, and beginning to use new vocabulary and idioms – use conventional spelling for most common and personally relevant words – write to record personal experiences and thoughts, to narrate a story, and to convey information – begin to write independently in all subject areas – use the stages of the writing process, with support (e.g., prewriting, producing drafts, and publishing) – write collaboratively with peers 	<ul style="list-style-type: none"> – begin to write competently in all subject areas – contribute to cooperative class writing – use a variety of forms of writing – write short, original compositions using all stages of the writing process – observe most conventions of punctuation

Table A1.5: ESL, Grades 1 to 3 – Orientation

Stage 1 Students begin to adapt to the new environment. They:	Stage 2 Students demonstrate understanding of and adaptation to the new environment. They:	Stage 3 Students demonstrate increasing understanding of and involvement in the new environment. They:	Stage 4 Students demonstrate growing awareness, understanding, and appreciation of their own and others' cultural heritage as part of the Canadian context. They:
<ul style="list-style-type: none"> – find personally relevant school locations independently – begin to adapt to a variety of teaching strategies used in a Canadian classroom – begin to respond to social situations appropriately – begin to work with a partner on a common academic task – call some classmates and staff by name – communicate critical needs to school staff and peers – develop connections with some staff and peers in the school – follow some classroom and school routines and schedules – rely on the home language and culture to think, communicate, and process new experiences 	<ul style="list-style-type: none"> – ask for assistance and communicate needs – continue to use and take pride in the home language – follow school routines, behaviour expectations, and emergency procedures – interact with peers outside own linguistic or cultural group – participate actively in regular class programs, with modifications – participate in controlled, directed group work (e.g., simple research projects) – participate in most classroom and some school activities (e.g., field trips, sports, clubs) – respond appropriately in most social situations 	<ul style="list-style-type: none"> – continue to use and take pride in the home language – understand and follow school routines, behaviour expectations, and emergency procedures – state basic information about the neighbourhood – actively participate in the daily life of the school – respond appropriately to most teaching approaches (e.g., active learning, the informal classroom atmosphere) – show increasing initiative in cooperative group activities – teach new arrivals key locations in the school 	<ul style="list-style-type: none"> – contribute fully in small, cooperative groups – accept and respect similarities and differences between self and peers – demonstrate pride in own heritage and language – identify and discuss characteristics of the various cultures that make up the community

Table A2.1: ESL, Grades 4 to 6 – Listening

Stage 1 Students understand basic spoken English. They:	Stage 2 Students understand key information presented in highly supported contexts in a variety of settings. They:	Stage 3 Students understand social English, but require contextual support to understand academic language. They:	Stage 4 Students understand spoken English in most contexts. They:
<ul style="list-style-type: none"> – follow simple directions with support from visual cues – respond to short, simple questions – respond briefly to short, simple stories, songs, and poems – respond to familiar conversational topics using single words and short phrases – respond to familiar words, names, phrases, tones of voice, and basic classroom instructions when spoken slowly and clearly 	<ul style="list-style-type: none"> – begin to respond to unseen speakers (e.g., on the telephone) – correctly interpret frequently used verb tenses – participate in social conversations on familiar topics – request clarification when necessary – respond appropriately to body language, tone of voice, pauses, stress, and intonation – understand key vocabulary and concepts related to specific subjects or themes – understand main ideas in visually supported oral presentations containing familiar vocabulary 	<ul style="list-style-type: none"> – respond to unseen speakers (e.g., on the radio, on the telephone) – participate in sustained oral discussions and presentations in small groups – identify main ideas and supporting details in short oral presentations – respond appropriately to formal and informal speech – respond appropriately to vocabulary, statements, questions, and directions in the class – respond to intonation patterns, such as implied commands and tones indicating surprise, emotion, etc. – follow a series of instructions 	<ul style="list-style-type: none"> – identify ideas in oral presentations on a variety of topics, using grade-appropriate vocabulary – respond to spoken English used in social, academic, formal, and informal situations, including some idioms, relevant cultural allusions, and conversational nuances (e.g., teasing, irony, flattery) – take notes from teacher lessons using a supplied written outline as a guide

Table A2.2: ESL, Grades 4 to 6 – Speaking

Stage 1 Students speak English for basic communication. They:	Stage 2 Students speak English with increasing spontaneity and accuracy. They:	Stage 3 Students initiate conversations and participate in discussions and presentations using a variety of strategies. They:	Stage 4 Students speak English accurately in most situations. They:
<ul style="list-style-type: none"> – use short, patterned questions to seek information – share personal information and experiences – express basic needs (e.g., related to washroom, safety) – identify familiar names, objects, and actions – answer specific questions using single words or short phrases – speak with sufficient clarity for teacher comprehension – begin to use (with assistance) subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction – imitate some English stress and intonation patterns – use everyday gestures and courtesies to convey meaning – perform simple oral presentations (e.g., rehearsed choral responses, puppet dialogues) 	<ul style="list-style-type: none"> – ask questions – participate in social and academic discussions using short phrases and short sentences – recount familiar events, stories, and key information – rephrase key ideas from written or oral texts, with support – give straightforward directions and instructions – express opinions and emotions – speak with sufficient clarity and accuracy for listener comprehension – speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm – use (with some accuracy) prepositions of direction and time and common idioms 	<ul style="list-style-type: none"> – express opinions, basic needs, and requests clearly in most contexts – use conversational strategies such as acknowledgement, reply, agreement, and disagreement – participate in discussions based on classroom themes – make short, effective oral presentations – begin to self-correct grammatical errors – begin to use conditionals and adverb and adjective phrases – use appropriate gestures to convey meaning – use voice to indicate emphasis through pacing, volume, intonation, and stress 	<ul style="list-style-type: none"> – use English appropriately in a range of situations (e.g., to describe, narrate, argue, persuade, summarize, converse) – give accurate, detailed instructions and directions – speak with grade-appropriate vocabulary and sentence structure – speak with fluency and clarity in a large group – express a point of view and explain it in some detail in group discussions – self-correct common grammatical errors – make academic presentations – use idiomatic and colloquial language appropriately

Table A2.3: ESL, Grades 4 to 6 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with ongoing support. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – recognize the English alphabet in both print and script – begin to apply sight-recognition, phonetic, predictive, and contextual reading strategies – recognize frequently used classroom vocabulary – begin to acquire English vocabulary in all subject areas – begin to identify the main ideas of simple passages with familiar vocabulary and supporting visual cues – follow brief written instructions – use learners’ and bilingual dictionaries – read simple sentences – use alphabetical order – with assistance, use reading materials for enjoyment and modified school projects 	<ul style="list-style-type: none"> – use reading strategies to assist in determining meaning (e.g., predicting; deducing; inferring; rereading; phonics; recognition of cueing systems, repetition, and word families) – understand short, simple phrases and sentences, instructions, and brief notes in a variety of print media with familiar vocabulary and context – identify main ideas and key information in text – begin to extract information, with assistance, from textbooks, resources, and dictionaries, using headings, margin notes, index, glossary, and graphic organizers – begin to show some fluency in oral reading – choose and read books, with assistance, for a variety of purposes, including personal enjoyment 	<ul style="list-style-type: none"> – skim and scan for key information in reading materials with familiar vocabulary and context – summarize a story, identifying the main idea and some details – read and interpret text at a grade-appropriate level, with some visual support, using context and punctuation clues, phonics, and recognition of familiar vocabulary and word families – choose appropriate materials for research purposes from a variety of sources – read on a regular basis for personal enjoyment – use academic vocabulary, including subject-specific language, with support – use English and bilingual dictionaries – find and use print and media resources, with some support 	<ul style="list-style-type: none"> – analyse unfamiliar text to figure out meaning – identify elements of a story – use vocabulary-acquisition strategies – figure out unfamiliar vocabulary in a familiar context – use skills in independent research to gather information (e.g., from library resources, community resources, print media, and computer resources) – choose and enjoy material for personal reading similar in scope and difficulty to that being read by peers

Table A2.4: ESL, Grades 4 to 6 – Writing

Stage 1 Students begin to write using simple English structures. They:	Stage 2 Students write in a variety of contexts using simple English structures. They:	Stage 3 Students write English in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write English for a variety of purposes using appropriate conventions. They:
<ul style="list-style-type: none"> – produce the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line – copy written information accurately – begin to apply knowledge of common writing conventions (e.g., punctuation, spelling, capitalization) – begin (with assistance) to use subject–predicate order, simple verb tenses, adjectives, adverbs, and common prepositions of location and direction – write short, coherent, patterned compositions (e.g., short journal entries, lists) on personally relevant topics – begin to use acceptable notebook formats appropriate to subject areas, using titles, dates, charts, and graphs 	<ul style="list-style-type: none"> – begin to make notes, with assistance – begin to use common tenses, spelling, capitalization, and punctuation, with some accuracy – use conventional spelling for common and personally relevant words – write appropriate responses (using short sentences, phrases, or graphic organizers) to written questions based on familiar academic content – begin to use a variety of forms of writing (e.g., short journal entries, notes, dialogues, poems, narratives, reports) – use the writing process, with assistance, producing a final edited copy that is changed from the first draft – use computers to begin to develop word-processing skills 	<ul style="list-style-type: none"> – organize and sequence ideas – write messages, captions, and short notes, with few errors – make notes in some detail on familiar topics <p>produce prose using appropriate verb tenses, connectors, and subject–verb agreement, with some accuracy</p> <ul style="list-style-type: none"> – begin to use variety in vocabulary and sentence structure – use paragraphs when writing descriptions and narratives – respond in writing to questions – write short, original compositions on topics of personal or academic interest or knowledge – use the stages of the writing process, with assistance 	<ul style="list-style-type: none"> – use grade-appropriate vocabulary (e.g., spell, understand, and use vocabulary from all subject areas) – produce reports, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors – use the stages of the writing process – use verb tenses effectively – use word-processing and graphics programs for publishing

Table A2.5: ESL, Grades 4 to 6 – Orientation

Stage 1 Students begin to adapt to the new environment. They:	Stage 2 Students demonstrate understanding of and adaptation to the new environment. They:	Stage 3 Students demonstrate increasing understanding of and involvement in the new environment. They:	Stage 4 Students demonstrate growing awareness, understanding, and appreciation of their own and others' cultural heritage as part of the Canadian context. They:
<ul style="list-style-type: none"> – find personally relevant school locations independently – begin to adapt to a variety of teaching strategies used in a Canadian classroom – begin to respond to social situations appropriately – begin to demonstrate awareness of cultural differences and show pride in self and culture – begin to work with a partner on a common academic task – communicate critical needs to school staff and peers – develop connections with some staff and peers in the school – follow key school routines, behaviour expectations, and emergency procedures – rely on the home language and culture to think, communicate, and process new experiences 	<ul style="list-style-type: none"> – ask for assistance and communicate needs – continue to use and take pride in the home language – follow school routines, behaviour expectations, and procedures – interact with peers outside own linguistic or cultural group – participate actively in regular class program, with modifications – participate in controlled, directed group work – respect cultural differences and show pride in self and own culture – respond with increasing confidence to a variety of teaching strategies (e.g., by expressing own opinions) – use local stores, recreation facilities, and the public library, with adult support – respond appropriately in most social situations 	<ul style="list-style-type: none"> – clearly communicate needs and seek assistance – continue to use and take pride in the home language – explain school routines, behaviour expectations, and procedures to new students, in English or a shared first language – state basic information about the neighbourhood, municipality, province, and Canada – participate in all regular class activities – participate in some school and community activities – respond appropriately to most teaching approaches – show increasing initiative in group activities – show sensitivity to and appreciation of diverse languages and cultures 	<ul style="list-style-type: none"> – contribute fully in small, cooperative groups – understand and respect different cultural values – show pride in and knowledge of own culture and language – express interest in the cultures and languages of peers – discuss the significance of some local current events – learn effectively from a variety of teaching approaches (e.g., question and answer, cooperative/independent research) – participate in a variety of school and community activities

Table A3.1: ESL, Grades 7 and 8 – Listening

Stage 1 Students understand basic spoken English. They:	Stage 2 Students understand key information presented in highly supported contexts in a variety of settings. They:	Stage 3 Students understand social English, but require contextual support to understand academic language. They:	Stage 4 Students understand spoken English in most contexts. They:
<ul style="list-style-type: none"> – follow simple directions with support from visual cues – respond to short, simple questions – respond briefly to short, simple stories, songs, and poems – respond to familiar conversational topics using single words and short phrases – respond to gestures, courtesies, tones of voice, and basic classroom instructions 	<ul style="list-style-type: none"> – participate in conversations on familiar topics – respond to vocabulary, questions, and instructions in a familiar context – request clarification when necessary – respond appropriately to body language, tone of voice, pauses, stress, and intonation – understand key vocabulary and concepts related to specific subjects or themes – understand main ideas in visually supported oral presentations containing familiar vocabulary 	<ul style="list-style-type: none"> – participate in sustained oral discussions and presentations in small groups – identify main ideas and supporting details in short oral presentations – respond appropriately to formal and informal speech – respond to new vocabulary, statements, questions, and directions in class – respond to intonation patterns in speech – respond to unseen speakers (e.g., on the radio, on the telephone) – follow a series of instructions – take notes from teacher lessons presented orally, using a supplied written outline as a guide – identify key ideas in a variety of media works 	<ul style="list-style-type: none"> – identify ideas in a variety of oral presentations, on a range of topics, using grade-appropriate vocabulary – respond to complex sentence structures in discussions – respond to spoken English used in social, academic, formal, and informal situations, including some idioms, relevant cultural allusions, and conversational nuances (e.g., teasing, irony, flattery, humour, sarcasm) – take notes from teacher lessons using a supplied written outline as a guide

Table A3.2: ESL, Grades 7 and 8 – Speaking

Stage 1 Students speak English for basic communication. They:	Stage 2 Students speak English with increasing spontaneity and accuracy. They:	Stage 3 Students initiate conversations and participate in discussions and presentations using a variety of strategies. They:	Stage 4 Students speak English accurately in most situations. They:
<ul style="list-style-type: none"> – use short, patterned questions to seek information – share personal information and experiences – express basic needs (e.g., related to washroom, safety) – identify familiar names, objects, and actions – answer specific questions using single words or short phrases – speak with sufficient clarity for teacher comprehension – begin to use (with assistance) subject–predicate order, simple verb tenses, negatives, questions, plurals, pronouns, adjectives, adverbs, common contractions, and basic prepositions of location and direction – imitate some English stress and intonation patterns – use everyday gestures and courtesies to convey meaning – perform simple oral presentations, (e.g., role plays, dialogues) 	<ul style="list-style-type: none"> – ask questions – participate in social and academic discussions using short phrases and short sentences – recount familiar events, stories, and key information – give straightforward directions and instructions – express opinions, emotions, wishes, and needs – speak with sufficient clarity and accuracy for listener comprehension – speak at almost the pace of first-language speakers, showing some control of stress, timing, and rhythm – use (with some accuracy) common tenses, adjectives, adverbs, conjunctions, prepositions of direction and time, and common idioms 	<ul style="list-style-type: none"> – use conversational strategies such as acknowledgement, inquiry, reply, agreement, and disagreement – participate in discussions based on classroom themes – give instructions and directions with some detail – make short, effective oral presentations – speak clearly enough to be easily understood by peers and teachers – begin to self-correct grammatical errors – begin to use implication, figurative language, passive voice, conditionals, and adjective and adverb phrases – use gestures and voice to indicate emphasis through pacing, volume, intonation, and stress 	<ul style="list-style-type: none"> – use English appropriately in a range of situations (e.g., to describe, narrate, argue, persuade, summarize, converse) – give accurate, detailed instructions and directions – speak with grade-appropriate vocabulary and sentence structure – speak with fluency and clarity in a large group – express a point of view and explain it in some detail in group discussions – self-correct common grammatical errors – make academic presentations using resources – use idiomatic and colloquial language appropriately

Table A3.3: ESL, Grades 7 and 8 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with ongoing support. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – recognize the alphabet in both print and script – apply sight recognition, phonetic, predictive, and contextual reading strategies – recognize frequently used classroom vocabulary – begin to acquire English vocabulary in all subject areas – identify the main ideas of simple passages with familiar vocabulary and supporting visual cues – follow brief written instructions – use learners’ and bilingual dictionaries – use alphabetical order – use reading materials for enjoyment and modified school projects, with assistance 	<ul style="list-style-type: none"> – use reading strategies to assist in deriving meaning (e.g., predicting; deducing; inferring; rereading; phonics; recognition of cueing systems, repetition, and word families) – begin to use vocabulary-acquisition strategies (e.g., recognize changes caused by addition of prefixes and suffixes; hypothesize meaning of unfamiliar vocabulary in a familiar context; use an English dictionary and thesaurus) – understand short, simple phrases and sentences, instructions, and brief notes in material with familiar vocabulary and context – identify main ideas and key information in text – extract information from textbooks, resources, and dictionaries, using headings, margin notes, index, glossary, graphic organizers, et cetera – begin to show some fluency in oral reading – choose and read books for a variety of purposes, including personal enjoyment 	<ul style="list-style-type: none"> – skim and scan for key information in reading materials with familiar vocabulary and context – predict, summarize, and make judgements about class texts – use some vocabulary-acquisition strategies – read and interpret visually supported text at a grade-appropriate level – use academic vocabulary, including subject-specific language, with support – use English and bilingual dictionaries – show developing fluency in oral reading – locate and evaluate library materials for research purposes, with support 	<ul style="list-style-type: none"> – analyse unfamiliar text to figure out its meaning – use vocabulary-acquisition strategies – understand and respond to extended text selections – use the various parts of a textbook to find information (e.g., glossary, margin notes, table of contents, index) – use skills in independent research to gather information (e.g., in the library, in the community) – choose and enjoy material for personal reading similar in scope and difficulty to that being read by peers – identify elements of a story

Table A3.4: ESL, Grades 7 and 8 – Writing

Stage 1 Students begin to write using simple English structures. They:	Stage 2 Students write in a variety of contexts using simple English structures. They:	Stage 3 Students write English in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write English for a variety of purposes using appropriate conventions. They:
<ul style="list-style-type: none"> – produce the English alphabet in legible cursive and printed form using left-to-right progression and writing on the line – copy blackboard notes and text accurately – begin to apply knowledge of basic writing conventions (e.g., punctuation, spelling, capitalization) – begin to use simple verb tenses, questions, plurals, and common prepositions of location, direction, and time – write short, coherent, patterned compositions (e.g., short journal entries, lists) on personally relevant topics – begin to use acceptable notebook formats appropriate to subject areas, using titles, dates, charts, and graphs 	<ul style="list-style-type: none"> – begin to make notes, with assistance – begin to use common tenses, spelling, capitalization, and punctuation, with some accuracy – use conventional spelling for common and personally relevant words – write appropriate responses (using short sentences, phrases, or graphic organizers) to written questions based on familiar academic content – begin to use a variety of forms of writing (e.g., short journal entries, notes, dialogues, poems, narratives, reports) – use the writing process, with assistance, producing a final edited copy that is changed from the first draft – use computers to begin to develop word-processing skills 	<ul style="list-style-type: none"> – organize and sequence ideas effectively – make notes in some detail on familiar topics – produce prose using appropriate verb tenses, connectors, subject-verb agreement, noun, adjective, and adverb phrases and clauses, and conventional spelling, with some accuracy – begin to use variety in vocabulary and sentence structure – use paragraphs when writing descriptions and narratives – respond in writing to questions on personal and academic topics – write short, original compositions, summaries, and reports on topics of personal and academic interest or knowledge – write letters, following the appropriate conventions – use the stages of the writing process, with assistance 	<ul style="list-style-type: none"> – use grade-appropriate vocabulary (e.g., demonstrate knowledge of derivations and word families; formulate definitions; spell, understand, and use vocabulary from all subject areas) – produce reports, editorials, paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors – use the stages of the writing process (e.g., prewriting activities, revising, editing, conferencing, and publishing)

Table A3.5: ESL, Grades 7 and 8 – Orientation

Stage 1 Students begin to adapt to the new environment. They:	Stage 2 Students demonstrate understanding of and adaptation to the new environment. They:	Stage 3 Students demonstrate increasing understanding of and involvement in the new environment. They:	Stage 4 Students demonstrate growing awareness, understanding, and appreciation of their own and others' cultural heritage as part of the Canadian context. They:
<ul style="list-style-type: none"> – find personally relevant school locations independently – begin to adapt to a variety of teaching strategies used in a Canadian classroom – begin to respond to social situations appropriately – demonstrate awareness of cultural differences and show pride in self and culture – begin to use community resources, such as banks and stores – begin to work with a partner on a common academic task – communicate critical needs to school staff and peers – understand and follow essential school schedules, behaviour expectations, routines, and emergency procedures – rely on the home language and culture to think, communicate, and process new experiences 	<ul style="list-style-type: none"> – ask for assistance and communicate needs – begin to participate in school activities, clubs, and teams – continue to use, take pride in, and respect the home language – state basic information about the neighbourhood, municipality, province, and Canada – interact with peers outside own linguistic or cultural group – participate in controlled, directed group work – respect cultural differences and take pride in own culture – respond with increasing confidence to a variety of teaching strategies 	<ul style="list-style-type: none"> – clearly communicate needs and seek assistance in the school and in the community – continue to use and take pride in the home language – explain school norms, routines, behaviour expectations, and emergency procedures to new students, in English or a shared first language – participate in class, school, and community activities – respond appropriately to most teaching approaches – show increasing initiative in group activities – show sensitivity to and appreciation of diverse languages and cultures 	<ul style="list-style-type: none"> – contribute fully in cooperative groups – understand and respect different cultural values – show pride in and knowledge of own culture and language – recognize the benefits and responsibilities of living in a diverse society – discuss the significance of some current events at the local, national, and international levels – learn effectively from a variety of teaching approaches – use resources in the school and the surrounding community

B. Stages of Second-Language Acquisition and Literacy Development for ELD Students

Table B1.1: ELD, Grades 1 to 3 – Oral Expression and Language Knowledge

Stage 1 Students begin to use standard Canadian English in appropriate contexts. They:	Stage 2 Students demonstrate increasing use of standard Canadian English in appropriate contexts. They:	Stage 3 Students demonstrate independence in using standard Canadian English in appropriate contexts. They:
<ul style="list-style-type: none"> – request clarification or confirmation when necessary – describe personal experiences – retell simple stories – participate in chants and/or choral speaking 	<ul style="list-style-type: none"> – participate in classroom and group discussions – share personal experiences and opinions – retell stories with some detail – present puppet plays – use different varieties of spoken English (e.g., standard Canadian English, regional languages, interlanguages) in appropriate contexts 	<ul style="list-style-type: none"> – contribute to classroom and group discussions – discuss and interpret stories, movies, and news events – participate in role-playing activities

Table B1.2: ELD, Grades 1 to 3 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with support as needed. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – understand concepts of print (e.g., progression from left to right, top to bottom) – recognize the alphabet in print – use alphabetical order – read pictures and use picture clues – recognize frequently used words (e.g., the, went, in) – begin to use phonics, context clues, and sight recognition for comprehension in pattern books, chart stories, songs, chants, and rhymes – select and read, with assistance, print material appropriate to their reading ability, interests, and age – begin to use primary dictionaries 	<ul style="list-style-type: none"> – recognize the alphabet in script – scan for details such as letter sounds or specific words – select main ideas in short, familiar passages – begin to use reading strategies to derive meaning from text (e.g., predicting, deducing, rereading, phonics, recognizing word families) – begin to show fluency in oral reading, using some correct phrasing and rhythm – use the school library, with assistance, to select reading material for personal enjoyment and information – use primary dictionaries 	<ul style="list-style-type: none"> – understand grade-appropriate text, with assistance – select main ideas in short passages from a variety of sources – extend their academic/technical vocabulary in curriculum subject areas – choose a variety of personal reading materials – begin to use grade-appropriate resources such as graphic organizers, class word lists, theme-book collections, environmental print, and tables of contents 	<ul style="list-style-type: none"> – understand grade-appropriate text that may be unfamiliar and unsupported by visual context clues, and that may contain complex sentence structures – use research skills in the classroom and school library – begin to choose personal reading material

Table B1.3: ELD, Grades 1 to 3 – Writing

Stage 1 Students begin to write using basic structures. They:	Stage 2 Students write for a variety of purposes, with support. They:	Stage 3 Students write in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write for a variety of purposes, applying knowledge of the conventions of written English appropriately. They:
<ul style="list-style-type: none"> – print the alphabet in upper- and lower-case letters – copy words, phrases, and sentences – write personal information (e.g., name, address) – write about personal experiences or classroom discussion, using patterned sentences – participate in a variety of prewriting activities such as dramatic play, drawing, and talk – spell some personally relevant words – begin to use computers for word processing 	<ul style="list-style-type: none"> – write invitations, thank-you notes, and personal stories – write short paragraphs based on classroom discussion – use the writing process (e.g., participate in structured prewriting activities; make some changes between the initial and the final draft) – spell most common and personally relevant words – use computers for word processing 	<ul style="list-style-type: none"> – write about personal experiences, thoughts, feelings, stories, and information with some fluency – use a range of vocabulary and sentence structures – demonstrate an awareness that the writing process involves prewriting, drafting, and publishing – apply knowledge of the conventions of standard Canadian English in their writing, with increasing accuracy (e.g., use capital letters and periods; use conventional spelling for common and personally relevant words) – begin to write independently in all subject areas 	<ul style="list-style-type: none"> – use a variety of writing formats – write short, original compositions using all steps of the writing process, including publication – use correct punctuation and spelling most of the time – write with some competence in all subject areas, with a clear focus, coherent organization, and varied vocabulary

Table B1.4: ELD, Grades 1 to 3 – Orientation

Stage 1 Students begin to adapt to new environments, both personal and academic. They:	Stage 2 Students demonstrate understanding of and adaptation to new environments, both personal and academic. They:	Stage 3 Students demonstrate increasing understanding of and involvement in new environments, both personal and academic. They:	Stage 4 Students demonstrate awareness of self and others as part of the Canadian context. They:
<ul style="list-style-type: none"> – take pride in and respect their own culture – locate key school locations (e.g., washrooms) – begin to understand and follow essential school norms, schedules, routines, and emergency procedures – ask for assistance and communicate needs to appropriate school personnel and/or peers – begin to relate information about Canada (e.g., climate, holidays, safety) to their own activities and interests – work with a partner on a common academic task – begin to adapt to a variety of teaching approaches and strategies used in a Canadian classroom 	<ul style="list-style-type: none"> – respect other cultures – participate with increasing comfort and confidence in classroom activities – demonstrate understanding of basic information about the community and about Canada – participate in directed group work such as simple research projects – respond with increasing confidence to a variety of teaching approaches and strategies (e.g., an informal classroom atmosphere, active learning, the use of games as a learning activity, activities that involve asking questions of a teacher) 	<ul style="list-style-type: none"> – show interest in other cultures – explain school norms, routines, behaviour expectations, and emergency procedures to new students – discuss some current events – show increasing initiative in cooperative group activities such as research projects – respond appropriately to most teaching approaches and strategies (e.g., an informal classroom atmosphere, active learning, use of games as a learning activity, activities that involve asking questions of a teacher) 	<ul style="list-style-type: none"> – identify and appreciate the contributions of various cultures within Canada – contribute fully in a small, cooperative group to create a final product or presentation – learn effectively from a variety of teaching approaches and strategies (e.g., an informal classroom atmosphere, active learning, the use of games as a learning activity, activities that involve asking questions of a teacher)

Table B2.1: ELD, Grades 4 to 6 – Oral Expression and Language Knowledge

Stage 1 Students begin to use standard Canadian English in appropriate contexts. They:	Stage 2 Students demonstrate increasing use of standard Canadian English in appropriate contexts. They:	Stage 3 Students demonstrate independence in using standard Canadian English in appropriate contexts. They:
<ul style="list-style-type: none"> – respond to oral instruction and information in standard Canadian English in school settings – request clarification or confirmation, when necessary, about assembly routines, library procedures, and announcements – share personal information and experiences – retell simple stories – present a prepared story or poem – participate in choral speaking – begin to recognize different varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) and their appropriateness for different contexts and purposes 	<ul style="list-style-type: none"> – participate in classroom and group discussion – begin to use language to explain, persuade, and negotiate (e.g., to make requests and settle arguments) – share personal experiences and opinions – retell stories with details – present book talks and projects – participate in role-playing activities – begin to monitor their own pronunciation and grammar when speaking – recognize different varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) and begin to use them appropriately in specific situations (e.g., social conversations, classroom talk, presentations) 	<ul style="list-style-type: none"> – participate in classroom discussions and presentations using a variety of techniques such as explaining, describing, and summarizing – use language to explain, persuade, negotiate, and clarify – select vocabulary appropriate to specific needs and situations – compare, interpret, and evaluate stories, movies, and articles – present skits and short dramas – monitor their own pronunciation and grammar when speaking – use varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) appropriately in specific situations (e.g., social conversations, introductions, explanations)

Table B2.2: ELD, Grades 4 to 6 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with support as needed. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – understand concepts of print (e.g., progression from left to right, top to bottom) – recognize the alphabet in both print and script – use alphabetical order – recognize vocabulary common to their environment (e.g., the school, the community) – recognize frequently used words found in most texts – begin to recognize subject-specific vocabulary – use learners’ and visual dictionaries – recognize the main ideas of simple passages – begin to develop the habit of daily reading for enjoyment and information 	<ul style="list-style-type: none"> – understand passages in text with familiar vocabulary and context – begin to use reading strategies to derive meaning from text (e.g., recognizing word families, cueing systems, and repetition of words or phrases; predicting; deducing; inferring; rereading; phonics) – expand academic vocabulary (i.e., of subject-related words and expressions) – begin to locate information in textbooks and resources by using tables of contents, headings, margin notes, index, glossary, photographs, and graphic organizers – recognize main ideas and key information in text with familiar background and vocabulary from a variety of genres – begin to read aloud, with fluency and appropriate phrasing and rhythm – choose and read books, with assistance, for a variety of purposes, including personal enjoyment 	<ul style="list-style-type: none"> – understand grade-appropriate text with assistance – skim and scan text for key information – begin to use vocabulary-acquisition strategies (e.g., recognizing how adding a prefix or suffix changes the meaning of a word; hypothesizing about the meaning of unfamiliar words; using a dictionary to check meaning and usage and identify parts of speech) – use dictionary skills with increasing independence – begin to compare main ideas and key information from a variety of sources – read on a regular basis, with considerable understanding 	<ul style="list-style-type: none"> – understand unfamiliar text that may contain complex sentence structures and have few visual context clues – use vocabulary-acquisition strategies – use research skills to gather information from library resources, community resources, print media, computers, and CD-ROMs – analyse and evaluate ideas and information – choose a variety of personal reading materials

Table B2.3: ELD, Grades 4 to 6 – Writing

Stage 1 Students begin to write using basic structures. They:	Stage 2 Students write for a variety of purposes, with support. They:	Stage 3 Students write in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write for a variety of purposes, applying knowledge of the conventions of written English appropriately. They:
<ul style="list-style-type: none"> – print and write the alphabet in upper- and lower-case letters – copy words, phrases, and sentences – write short, patterned compositions (e.g., personal information, dialogues) – write short journal entries, narratives, lists, stories, and poems, with assistance – begin to keep notebooks appropriate to subject areas – begin to apply the conventions of standard Canadian English in their writing (e.g., correct punctuation, spelling, and capitalization; appropriate tenses) – begin to use computers for word processing 	<ul style="list-style-type: none"> – use cursive writing – begin to use, in guided situations, a variety of forms, such as short journal entries, notes, narratives, and reports, to answer questions, convey facts and information, express personal views, and describe scenes, events, and people – organize information around a central idea using graphic organizers (e.g., charts, webs, graphs, diagrams, tables) – begin to make notes (e.g., on texts, videos) – use the writing process, with assistance (e.g., participate in prewriting activities, write drafts, revise content independently or with a peer, produce an edited copy of written work) – apply knowledge of the conventions of standard Canadian English in their writing, with increasing accuracy – use computers for word processing 	<ul style="list-style-type: none"> – write in a variety of forms on topics of personal and academic interest – make notes in some detail on familiar topics – use the stages of the writing process, with assistance, to produce an edited copy of written work – produce, with some consistency, appropriately structured prose with suitable verb tenses and connectors, subject–verb agreement, noun, adjective, and adverb phrases and clauses, and correct spelling – use a varied vocabulary and a range of sentence structures – use computers for a variety of writing tasks 	<ul style="list-style-type: none"> – produce paragraphs, summaries, and notes on a variety of topics, with few grammatical or spelling errors – use the writing process – spell, understand, and use vocabulary from all subject areas – write with some competence in all subject areas, with a clear focus, coherent organization, and varied vocabulary

Table B2.4: ELD, Grades 4 to 6 – Orientation

Stage 1 Students begin to adapt to new environments, both personal and academic. They:	Stage 2 Students demonstrate understanding of and adaptation to new environments, both personal and academic. They:	Stage 3 Students demonstrate increasing understanding of and involvement in new environments, both personal and academic. They:	Stage 4 Students demonstrate awareness of self and others as part of the Canadian context. They:
<ul style="list-style-type: none"> – take pride in and respect their own culture – begin to understand and follow essential school norms, schedules, and emergency procedures, and accept the importance of regular school attendance and punctuality – begin to understand teacher expectations and follow classroom routines (e.g., doing homework, coming to class prepared) – ask for assistance and communicate needs to appropriate school personnel and/or peers – identify specific times and locations in which to do school work and/or study – begin to relate information about Canadian culture, climate, holidays, and geography to their own activities and interests – work with a partner on a shared academic task – begin to adapt to a variety of teaching approaches and strategies used in a Canadian classroom 	<ul style="list-style-type: none"> – respect other cultures – locate and use school services (e.g., guidance counsellor, library) – participate with increasing ease and confidence in classroom activities – use some community facilities and resources (e.g., the library) – begin to accept responsibility for own learning by recognizing consequences and managing own time – demonstrate understanding of basic information about the neighbourhood, municipality, province, and Canada – participate in directed group work – respond with increasing confidence to a variety of teaching approaches and strategies – begin to identify personal and educational goals 	<ul style="list-style-type: none"> – show interest in other cultures – explain school norms, routines, behaviour expectations, and emergency procedures to new students – use school and some community resources appropriately (e.g., public library, recreation centre) – accept responsibility for own learning by making up missed work, recognizing consequences, and managing own time – discuss current events – show increasing initiative in group activities – respond appropriately to most teaching approaches and strategies – locate and use information, with assistance, in order to pursue personal, educational, and career goals and opportunities 	<ul style="list-style-type: none"> – identify and appreciate the contributions of various cultures – explain the significance of current events at the local, national, and international levels – contribute fully in a small, cooperative group to create a final product or presentation – learn effectively from a variety of teaching approaches and strategies – locate and use information in order to pursue personal, educational, and career goals

Table B3.1: ELD, Grades 7 and 8 – Oral Expression and Language Knowledge

Stage 1 Students begin to use standard Canadian English in appropriate contexts. They:	Stage 2 Students demonstrate increasing use of standard Canadian English in appropriate contexts. They:	Stage 3 Students demonstrate independence in using standard Canadian English in appropriate contexts. They:
<ul style="list-style-type: none"> – respond to oral instructions and information in standard Canadian English in school settings – request clarification or confirmation, when necessary, about assembly routines, library procedures, how to get a public transit pass, and announcements – share personal information and experiences – retell stories – present a prepared story or poem – participate in choral speaking – begin to recognize different varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) and their appropriateness for specific contexts and purposes (e.g., social conversations, classroom talk) 	<ul style="list-style-type: none"> – participate in classroom and group discussions – begin to use language to explain, persuade, and negotiate (e.g., to make requests and settle arguments) – share personal experiences and opinions – retell stories with details – present book talks and projects – participate in role-playing activities – begin to monitor their own pronunciation and grammar when speaking – recognize different varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) and begin to use them appropriately in specific situations (e.g., social conversations, classroom talk) 	<ul style="list-style-type: none"> – participate in discussions and presentations using a variety of techniques such as explaining, describing, and summarizing – use language to explain, persuade, negotiate, and clarify – select vocabulary appropriate to specific needs and situations – compare, interpret, and evaluate stories, movies, and articles – make a presentation to the class – present skits and short dramas – monitor their own pronunciation and grammar when speaking – use varieties of spoken English (e.g., standard Canadian English, interlanguages, regional languages) appropriately – recognize that languages evolve over time in response to historical, sociological, and economic pressures

Table B3.2: ELD, Grades 7 and 8 – Reading

Stage 1 Students read and comprehend simple written English. They:	Stage 2 Students read for specific purposes when background knowledge and vocabulary are familiar. They:	Stage 3 Students demonstrate increasing independence in a variety of reading tasks, with support as needed. They:	Stage 4 Students demonstrate control of grade-appropriate reading tasks. They:
<ul style="list-style-type: none"> – recognize the alphabet in both print and script and use alphabetical order – recognize vocabulary common to their environment (e.g., the school, the community) – recognize frequently used words found in most texts – begin to apply some reading strategies (e.g., sight recognition, phonics, using context clues) to derive meaning from text – begin to recognize subject-specific vocabulary – use learners’ and visual dictionaries – recognize the main ideas of simple passages – begin to read familiar passages aloud with some fluency – begin to develop the habit of daily reading for enjoyment and information 	<ul style="list-style-type: none"> – understand short phrases and sentences, instructions, and brief notes in a variety of print media with familiar vocabulary and context – begin to use reading strategies to derive meaning from texts (e.g., recognizing cueing systems and word families; predicting; deducing; inferring; rereading; phonics) – expand academic vocabulary (i.e., of subject-related words and expressions) – begin to locate information in textbooks and resources by using tables of contents, headings, margin notes, index, glossary, photographs, and graphic organizers – recognize main ideas and key information in text with familiar background and vocabulary from a variety of genres – begin to read aloud, with fluency and appropriate phrasing and rhythm, passages with familiar vocabulary and background – choose and read books, with assistance or independently, for a variety of purposes, including personal enjoyment 	<ul style="list-style-type: none"> – understand grade-appropriate text, with assistance – skim and scan text for key information – begin to use vocabulary-acquisition strategies (e.g., recognizing how adding a prefix or suffix changes the meaning of a word; hypothesizing about the meaning of unfamiliar words in a familiar context; using a dictionary to check meaning and usage and identify parts of speech) – use dictionary skills with increasing independence – compare main ideas and key information from a variety of sources – read on a regular basis with considerable understanding 	<ul style="list-style-type: none"> – understand unfamiliar text that may contain complex sentence structures and have few visual context clues – use a range of vocabulary-acquisition strategies – independently use research skills to gather information from library resources, community resources, print media, and CD-ROMs – analyse and evaluate ideas and information – choose a variety of personal reading materials

Table B3.3: ELD, Grades 7 and 8 – Writing

Stage 1 Students begin to write using basic structures. They:	Stage 2 Students write for a variety of purposes, with support. They:	Stage 3 Students write in a variety of contexts with increasing independence and accuracy. They:	Stage 4 Students write for a variety of purposes, applying knowledge of the conventions of written English appropriately. They:
<ul style="list-style-type: none"> – print and write the alphabet in upper- and lower-case letters – copy words, phrases, and sentences – write short, patterned compositions (e.g., personal information, dialogues) – write short journal entries, narratives, lists, stories, and poems, with assistance – begin to keep notebooks appropriate to subject areas – begin to apply the conventions of standard Canadian English in their writing (e.g., correct punctuation, spelling, and capitalization; plural markers; subject–verb agreement; appropriate tenses) – begin to use computers for word processing 	<ul style="list-style-type: none"> – begin to use, in guided situations, a variety of forms, such as short journal entries, notes, dialogues, narratives, and reports, to answer questions, convey facts and information, express personal views and opinions, and describe scenes, events, and people – organize information around a central idea using graphic organizers (e.g., charts, webs, graphs, diagrams, tables) – begin to make notes (e.g., on texts, videos) – use the writing process, with assistance, to produce an edited copy of written work – apply knowledge of the conventions of standard Canadian English in their writing, with increasing accuracy – use computers for word processing 	<ul style="list-style-type: none"> – write in a variety of forms on topics of personal and academic interest – make notes in some detail on familiar topics – use the writing process, with assistance, to produce an edited copy of written work – produce, with some consistency, appropriately structured prose with suitable verb tenses and connectors, subject–verb agreement, noun, adjective, and adverb phrases and clauses, and correct spelling – use a varied vocabulary and a range of sentence structures – use computers for a variety of writing tasks 	<ul style="list-style-type: none"> – produce stories, reports, summaries, and notes on a variety of topics, with few grammatical or spelling errors – use the writing process – spell, understand, and use vocabulary from all subject areas – write with some competence in all subject areas, with a clear focus, coherent organization, and varied vocabulary

Table B3.4: ELD, Grades 7 and 8 – Orientation

Stage 1 Students begin to adapt to new environments, both personal and academic. They:	Stage 2 Students demonstrate understanding of and adaptation to new environments, both personal and academic. They:	Stage 3 Students demonstrate increasing understanding of and involvement in new environments, both personal and academic. They:	Stage 4 Students demonstrate awareness of self and others as part of the Canadian context. They:
<ul style="list-style-type: none"> – take pride in and respect their own culture – begin to understand and follow essential school norms, schedules, and emergency procedures and to accept the importance of regular school attendance and punctuality – begin to understand teacher expectations and follow classroom routines (e.g., doing homework, coming to class prepared) – communicate needs to appropriate school personnel and/or peers and ask them for assistance – identify specific times and locations in which to do school work and/or study – begin to relate information about Canadian culture, climate, holidays, and geography to their own activities and interests – work with a partner on a shared academic task – begin to adapt to a variety of teaching approaches and strategies used in a Canadian classroom 	<ul style="list-style-type: none"> – respect other cultures – locate and use school services (e.g., guidance counsellor, library) – participate with increasing comfort and confidence in classroom activities – use some community resources (e.g., the library, a bank) – begin to accept responsibility for own learning by recognizing consequences and managing own time – demonstrate understanding of basic information about the neighbourhood, municipality, province, and Canada – participate in directed group work – respond with increasing confidence to a variety of teaching approaches and strategies – begin to identify personal and educational goals 	<ul style="list-style-type: none"> – show interest in other cultures – explain school norms, routines, behaviour expectations, and emergency procedures to new students – accept responsibility for own learning and begin to use effective study skills (e.g., summarizing, memorizing, rehearsing) – use school and community resources and facilities appropriately – explain the significance of some current events at the local, national, and international levels – show increasing initiative in group activities – respond appropriately to most teaching approaches and strategies – locate and use information, with assistance, in order to pursue personal, educational, and career goals and opportunities 	<ul style="list-style-type: none"> – identify and appreciate the contributions of various cultures – recognize the benefits and responsibilities of living in a diverse society – identify and use effective study skills – explain elements of the Canadian political system – contribute fully in a small group – learn effectively from a variety of teaching approaches and strategies – locate and use information in order to pursue personal, educational, and career goals

PART 3

Sample Adaptations and Modifications for Selected Teaching Units

Introduction

The purpose of this section of the resource guide is to provide sample adaptations of teaching units that illustrate various ways in which ESL/ELD students can be helped to meet the expectations of the Ontario curriculum. The sample adaptations illustrate how to modify curriculum expectations to meet the needs of ESL/ELD students, and provide examples of appropriate teaching and assessment strategies. Teachers are encouraged to use strategies similar to those illustrated in this section of the guide when adapting the teaching units that they have developed for use in their own classrooms.

The approach illustrated in these adapted units is suitable for use in classrooms in which ESL/ELD students participate in the classroom program for most of the day. This approach can be used for classroom purposes in all areas of study in the Ontario curriculum.

One sample adaptation is provided for each grade from Grade 1 to Grade 6, and two samples are provided for each of Grades 7 and 8.

The units on which the adaptations provided here are based were developed using the Ministry of Education's *Curriculum Unit Planner* (CD ROM).⁸ All of the adaptations were created by ESL/ELD specialists.

The following paragraphs describe the information that is provided for each of the sample adapted units in this section.

ESL and ELD Descriptors. This section outlines, in general terms, how the ESL and ELD descriptors provided in the tables in Part 2 of this guide should be used in adapting curriculum to the needs of ESL and ELD students.

ELD Considerations. This section discusses specific literacy and numeracy needs of ELD students that may limit their ability to participate in the activities of the unit.

Expectations. This section outlines the expectations addressed in the unit, which are drawn from the regular curriculum for the subject area on which the unit focuses. For some units, related expectations from other subject areas are also given. Sample modified expectations are provided for the curriculum expectations that ESL/ELD students may have difficulty achieving. These modified expectations are designed to accommodate the language-learning needs of Stage 1 and 2 ESL/ELD students.

For language expectations, the ESL/ELD modifications are based on the stage descriptors listed in Part 2 of this guide. The modified expectations have been developed from the appropriate grade-level expectations rather than from expectations for a similar strand in a lower grade. It should be noted that these are merely examples of modifications and that expectations can be modified even further (made either more or less challenging) depending on the particular needs of the students.

8. Some of the units were previously developed; these are identified in the text. The remainder were newly developed for the purposes of this guide – that is, strictly as a basis for the sample adaptations provided.

Culminating Task. The culminating task is a multifaceted task appropriate for assessment purposes that provides evidence of the extent to which a student has met the unit expectations. It is designed to show the full range of student achievement, address all the identified expectations, and take into account the learning needs of ESL/ELD students.

Assessment Rubrics for Various Stages of ESL and ELD. When the expectations are modified, teachers want to know “How can I assess the student’s performance?” The sample rubrics in these unit adaptations were developed to meet the language profile and needs of Stage 1 and 2 students and are keyed to the modified expectations outlined for the unit. In some cases, a single rubric is provided for the assessment of student performance at Stages 1 and 2. In other cases, however, two separate rubrics are given, to accommodate the complexity of the material, the language, and the tasks in the unit.

The rubrics provide criteria for assessing the performance of ESL and ELD students in relation to the modified expectations. The rubrics are only a general guide, however; they need to be interpreted by individual ESL/ELD and classroom teachers in order to be applied appropriately to particular classroom programs and circumstances.

Prior Knowledge and Skills. This section identifies basic knowledge and skills that students should have in order to perform unit tasks. It may also list strategies for helping students acquire the essential knowledge and skills that they may lack.

Teaching Strategies. Teaching strategies designed to meet the needs of ESL/ELD students in the context of the particular unit are described. These strategies are a valuable resource that can be effectively used in a number of units and at a variety of grade levels.

Assessment and Evaluation Strategies. The unit adaptations describe assessment strategies appropriate to the needs and abilities of ESL/ELD students at the relevant grade level. The following types of strategies are included:

- **diagnostic** assessment strategies, which describe ways of identifying prior knowledge and language-learning needs;
- **formative** assessment strategies, which show ways to track student involvement, participation, and performance throughout the unit;
- **summative** assessment strategies, which describe effective ways of evaluating student performance on the culminating task.

Grade 1, Social Studies

Heritage and Citizenship: Relationships, Rules, and Responsibilities

This unit adaptation is based on the “Family Relationships Unit – Family Togetherness Time”, one of the sample integrated units developed through the Catholic Curriculum Co-operative using the Ministry of Education’s *Curriculum Unit Planner*. It addresses expectations for Grade 1 from the curriculum policy documents for social studies and language.

Because this unit is intended for the first term, it takes account of the fact that early Grade 1 students are usually beginning readers and writers.

ESL and ELD Descriptors

Modifications of the social studies and language expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grade 1 to 3 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students’ proficiency in Canadian English and their educational experiences. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

Although this unit adaptation focuses on students who are at Stages 1 and 2, students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

ELD considerations in Grade 1 focus on the degree to which the student has developed the literacy and manipulative skills that indicate readiness to begin reading and writing. Teachers will need to observe students, with reference to the descriptors in the Grades 1 to 3 ELD tables in Part 2, to identify those who lack such skills (e.g., in cutting, pasting, and drawing) in order to provide the additional support they require.

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
<i>Social Studies</i>		
Students will:		
<ul style="list-style-type: none"> – identify and describe the rights and responsibilities of family members (e.g., decision making, chores) – identify significant events in their lives (e.g., their first day of school, a trip) – order a sequence of events (e.g., school day, school year, class trip) orally and with pictorial symbols 	<ul style="list-style-type: none"> – identify the responsibilities of family members, using single words and phrases, with visual support such as picture cards – identify significant events in their lives, using single words and phrases, with visual support such as picture cards – order a sequence of events (e.g., in an activity) using pictorial symbols 	<ul style="list-style-type: none"> – identify the rights and responsibilities of various family members, using simple sentences, with visual support – identify significant events in their lives, using simple sentences, with visual support such as picture cards – order a sequence of events (e.g., in an activity) using words or phrases and pictorial symbols
<i>Language – Oral and Visual Communication</i>		
Students will:		
<ul style="list-style-type: none"> – use familiar classroom vocabulary and oral language structures in conversations with their teachers and peers – listen to and comment positively on the contributions of others in group and class discussions – create some simple media works 	<ul style="list-style-type: none"> – use simple words from familiar classroom vocabulary in conversations with their teachers and peers, with visual support – listen to the contributions of others in group and class discussions – no modification 	<ul style="list-style-type: none"> – use familiar classroom vocabulary and simple oral language structures in conversations with their teachers and peers, with visual support – listen to and comment positively on the contributions of others in group and class discussions, using simple phrases or sentences – no modification

Culminating Task

Students work individually to create a poster about “Family Togetherness Time” depicting an activity they would like to engage in with their family or a family member. Students present their posters to the teacher in a conference format, and the teacher assesses the posters using the rubric for the “Family Togetherness Time” poster. Students may choose to present their posters to the whole class or in a small group.

Assessment Rubric for ESL and ELD Stages 1 and 2

Grade 1, Social Studies – *Heritage and Citizenship: Relationships, Rules, and Responsibilities*

Category	Level 1	Level 2	Level 3	Level 4
	The student:			
Understanding of Concepts	– shows understanding of few of the concepts concerned with family relationships and responsibilities	– shows understanding of some of the concepts concerned with family relationships and responsibilities	– shows understanding of most of the concepts concerned with family relationships and responsibilities	– shows understanding of all or almost all the concepts concerned with family relationships and responsibilities
Inquiry and Research Skills	– applies few of the required skills and strategies (e.g., in choosing events, sequencing events)	– applies some of the required skills and strategies (e.g., in choosing events, sequencing events)	– applies most of the required skills and strategies (e.g., in choosing events, sequencing events)	– applies all or almost all of the required skills and strategies (e.g., in choosing events, sequencing events)
Communication of Required Knowledge	– communicates minimal information about relationships and responsibilities to audience during oral poster presentation, as appropriate for stage of proficiency – communicates in a very limited way, with little clarity and detail	– communicates some information about relationships and responsibilities to audience during oral poster presentation, as appropriate for stage of proficiency – communicates in a limited way, but with some clarity and detail	– communicates adequate information about relationships and responsibilities to audience during oral poster presentation, as appropriate for stage of proficiency – communicates with reasonable clarity and adequate detail	– communicates considerable information about relationships and responsibilities to audience during oral poster presentation, as appropriate for stage of proficiency – communicates with clarity and considerable detail
Application of Concepts	– shows little understanding of the connections between activities of own family and those of other families	– shows some understanding of the connections between activities of own family and those of other families	– shows good understanding of the connections between activities of own family and those of other families	– consistently shows thorough understanding of the connections between activities of own family and those of other families

Prior Knowledge and Skills

Students require some prior knowledge of the following:

- vocabulary and concepts used to discuss family members and relationships

Strategies

- Have students share information about their families by bringing in one artifact that stands for something of significance to a family member (e.g., a photo, a memento). Students are asked to practise two or three things they want to say about the artifact to a small group of classmates. (Possible information to share: names of family members; number of siblings; birth order, gender, ages, and grade level of siblings; names of extended family members; why the artifact is so special.)
- As an adaptation for students at ESL/ELD Stage 1 or 2, the students could show the artifact while the teacher asks questions requiring only “Yes” or “No” answers, and provides prompts. Teachers might consider having the students draw pictures of their artifacts, dictate or write sentences about them, and compile their work into a class book that can be shared with students’ families on a rotating basis.

- Use videos and films related to the theme of the unit to provide background information and vocabulary.
- Before the unit begins, use picture books with family themes (depicting families from diverse backgrounds) for the daily reading aloud.
- In preparation for making their posters, encourage students to talk with their families about things they do during “family togetherness time”.

Cultural/Social Considerations

- Be aware of and deal sensitively with the difficulties families may have faced in coming to Canada (e.g., war in their home countries, family separations, loss of family members). Some families may have been able to bring few or no family mementos with them.
- Be aware that cultural differences influence views of gender roles and other roles and responsibilities within families.
- Validate students’ cultural backgrounds and identities by using books and visuals that depict families of diverse backgrounds, identities, and structures.
- Where possible, use vocabulary from first languages (e.g., the word for “mother” in Spanish) to validate cultural backgrounds/identities and to help students understand.
- Practise and use correct pronunciation of students’ names.
- Encourage students to talk about their names (e.g., Were they named after a grandparent?).

Teaching Strategies

Structuring Lessons/Activities

- Ensure that all lessons/activities include a component for activating prior knowledge and reviewing key concepts.
- Make lessons/activities as clear as possible by chunking information and using visuals, concrete materials, gestures, and repetition.
- Model all activities for students.
- Have students review main concepts and vocabulary with partners (e.g., think/pair/share) and in whole-group sessions at the end of each lesson or activity.

Using Cooperative Learning

- Partner Stage 1 and 2 ESL/ELD students with students who are cooperative, academically strong, and of the same linguistic background where possible, to help them understand instructions and concepts. Encourage Stage 3 and 4 students working individually to ask peers for assistance when necessary.
- Use think/pair/share activities.
- Foster a positive atmosphere in which students can gain from each other’s success and are encouraged to take risks.

Communicating With Students

- Use clarifying gestures frequently when giving instructions, particularly for students at Stages 1 and 2.
- Simplify all instructions and repeat or rephrase them, particularly for students at Stages 1 and 2.
- Encourage students to retell directions in their own words, especially students at Stages 3 and 4.

- Use words and phrases from the students' first languages to clarify instructions and key concepts whenever necessary, particularly for students at Stages 1 and 2.
- Initially accept single-word responses, while encouraging elaboration through modelling, particularly for students at Stages 1 and 2.
- Chunk information by breaking tasks down into manageable sizes.

Using Visuals

- Before the unit begins, set up a display area (e.g., a table, a bulletin board) with plenty of concrete and visual supports (e.g., pictures, diagrams, word cards, posters) related to the family theme.
- Use key visuals and graphic organizers (e.g., webs on chart paper) as teaching and learning tools.

Teaching Vocabulary/Concepts and Language Structures

- Use a word wall (with visuals) to introduce and reinforce unit-specific vocabulary.
- Teach essential vocabulary using a variety of strategies (e.g., flashcards, repetition, modelling, charts with visuals, chanting/singing activities) and provide numerous opportunities for practice.
- Teach language structures by highlighting specific structures (e.g., the imperative, the simple present) using a variety of strategies (e.g., flashcards, repetition, modelling, charts with visuals, chanting/singing activities, guided-writing strategies).
- Encourage the use of “pictionaries” (picture dictionaries) to support understanding.

Promoting Literacy Development

Most Grade 1 students will be beginning readers and writers at the start of the year. The following strategies should be used to support literacy development.

- Provide a scribe (e.g., a Grade 6 buddy) to record ideas during the planning activity (scribe writes – student illustrates; student expresses ideas orally – scribe writes them down).
- Encourage ESL/ELD students to participate in journal-keeping activities (e.g., early Stage 1 students draw pictures, and the teacher labels them or writes down students' comments on them).
- Include read-along books related to the families theme in the listening centre.
- Use retell/relate/reflect⁹ as a strategy in conjunction with reading aloud, think/pair/share, and response journals.
- Apply guided-reading and guided-writing strategies in unit activities.
- Use desk-top picture alphabet charts to aid beginning writers.

Using People as Resources

- Assign peer tutors (e.g., older students) to assist with unit activities, and model for the tutors how to work with ESL/ELD students.
- Use parent volunteers to assist with unit activities (e.g., for rehearsing vocabulary, reading simple books on themes related to the unit).

9. From S. Schwartz and M. Bone, *Retelling, Relating, Reflecting: Beyond the 3 R's* (Toronto: Irwin, 1995).

Communicating With Parents and Promoting Family Literacy Development

- Encourage parents to read to their children on a daily basis in their first language to support children’s cognitive development and development of literacy skills.
- Use simple and clear language for a letter home about bringing family mementos or artifacts to class. Where possible, use an interpreter or translator.

Assessment and Evaluation Strategies**Diagnostic Strategies**

Observation. Use the observations from the initial unit activity with the artifacts to determine students’ prior knowledge of family-related vocabulary and family relationships.

Formative Strategies

Conferencing. Use conferencing on an ongoing basis to determine how well students are progressing towards achieving the expectations, and make adjustments as necessary. For ESL/ELD students in particular, conferencing is the most effective way of allowing them to communicate their understanding and demonstrate their acquisition of the knowledge and skills outlined in the expectations.

Ongoing observational assessment (recorded in anecdotal notes, checklists).

Student self-assessment (of his/her poster).

Summative Strategies

The rubric. Share the rubric for the “Family Togetherness Time” poster and explain it to the students before they begin the task.

Modelling. Provide examples of posters at different levels.

Conferencing. Use the conference to assess the students’ posters in terms of the rubric. Consider the results in the light of previous information from observational assessments.

Grade 2, Science and Technology

Structures and Mechanisms: Movement

This unit adaptation is based on the “Boxcar Derby: Structures and Mechanisms Unit”, one of the sample integrated units from the Ministry of Education’s *Curriculum Unit Planner*. It addresses expectations for Grade 2 from the curriculum policy documents for science and technology and mathematics.

ESL and ELD Descriptors

Modifications of the science and technology and mathematics expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grade 1 to 3 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students’ proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

Although this unit adaptation focuses on students who are at Stages 1 and 2, students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

Students with limited literacy skills can be identified using the descriptors in the Grade 1 to 3 ELD tables in Part 2. Such students will need additional support before and during the unit work. For writing activities, provide a scribe to record the student’s ideas (scribe writes – student illustrates; student expresses ideas orally – scribe writes).

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Science and Technology		
Students will:		
<ul style="list-style-type: none"> – describe, using their observations, the characteristics and movements of simple mechanisms (e.g., hinge, wheels and axle) 	<ul style="list-style-type: none"> – identify, using their observations, the essential characteristics of simple mechanisms (e.g., draw and label simple mechanisms such as wheels and axle) 	<ul style="list-style-type: none"> – identify, using their observations, the essential characteristics and movements of simple mechanisms such as wheels and axle, using short phrases and simple sentences
<ul style="list-style-type: none"> – use appropriate vocabulary to describe their investigations, explorations, and observations (e.g., use words such as <i>rotate</i>, <i>turn</i>, <i>faster</i>, and <i>slower</i> to describe the motion of wheels and axles) 	<ul style="list-style-type: none"> – demonstrate an understanding of essential vocabulary related to their investigations, explorations, and observations by pointing, drawing, copying, and physical movement 	<ul style="list-style-type: none"> – demonstrate an understanding of essential vocabulary related to their investigations, explorations, and observations by using single words and phrases to describe the motion of wheels and axles going faster and slower
<ul style="list-style-type: none"> – record relevant observations, findings, and measurements, using written language, drawings, charts, and concrete materials (e.g., record what happens to the movement of a vehicle released from a ramp if the size of its wheels is changed) 	<ul style="list-style-type: none"> – record relevant findings and measurements using drawings, charts, and concrete materials (e.g., record with a partner, using visual prompts, what happens to the movement of a vehicle released from a ramp if the size of its wheels is changed) 	<ul style="list-style-type: none"> – record relevant observations, findings, and measurements, using simple written language, drawings, charts, and concrete materials (e.g., record what happens to the movement of a vehicle released from a ramp if the size of its wheels is changed)
<ul style="list-style-type: none"> – communicate the procedures and results of investigations and explorations for specific purposes, using drawings, demonstrations, and oral and written descriptions 	<ul style="list-style-type: none"> – communicate the procedures and results of investigations and explorations for specific purposes using drawings (e.g., draw and label sketches of a boxcar they plan to make, indicating the steps in making the boxcar) 	<ul style="list-style-type: none"> – communicate the procedures and results of investigations and explorations for specific purposes, using drawings and demonstrations (e.g., draw and label sketches of a boxcar they plan to make, and explain in phrases and simple sentences the steps in making the boxcar)
<ul style="list-style-type: none"> – make simple mechanisms and use them in building a device they have designed (e.g., vehicle with wheels and axles) 	<ul style="list-style-type: none"> – make simple mechanisms and use them in building a device (e.g., work with a partner to make a vehicle with wheels and axles) 	<ul style="list-style-type: none"> – no modification
<ul style="list-style-type: none"> – compare the motion of objects on different surfaces (e.g., wheels of a toy on carpet, tile, and sand) 	<ul style="list-style-type: none"> – experiment with objects on different surfaces to investigate motion (e.g., wheels of a toy on carpet, tile, and sand), and use/repeat simple related words such as <i>faster</i>, <i>slower</i> 	<ul style="list-style-type: none"> – no modification
<ul style="list-style-type: none"> – describe, using their observations, the effect that different surfaces (e.g., wood, tiles, carpet, water) have on the rate at which an object slows down 	<ul style="list-style-type: none"> – demonstrate an understanding (through gestures and pictures), based on their observations, of the effect that different surfaces (e.g., wood, tiles, carpet, water) have on the rate at which an object slows down 	<ul style="list-style-type: none"> – demonstrate an understanding (through pictures, simple phrases, and short sentences), based on their observations, of the effect that different surfaces (e.g., wood, tiles, carpet, water) have on the rate at which an object slows down

Expectations and Modifications for ESL and ELD Students (*continued*)

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Science and Technology		
Students will:		
– describe, using their observations, the effects of changing the slope of an inclined plane on the motion of an object that is placed on it (e.g., changes in speed, changes in distance travelled)	– experiment with objects to investigate the effects of changing the slope of an inclined plane on the motion of an object that is placed on it (e.g., changes in speed, changes in distance travelled), and use/repeat simple related words such as <i>faster</i> , <i>slower</i>	– demonstrate an understanding (through visuals and simple sentences), based on their observations, of the effects of changing the slope of an inclined plane on the motion of an object that is placed on it (e.g., changes in speed, changes in distance travelled)
Mathematics – Measurement		
Students will:		
– record the results of measurement activities in a variety of ways (e.g., in graphs, stories)	– record the results of measurement activities (e.g., with assistance, record distance in a learning log, using numbers)	– record the results of measurement activities (e.g., record distance in a learning log, using numbers)

Culminating Task

Students work in pairs to design and build a vehicle to be used in the boxcar derby. On completion, students conduct tests in pre-derby trials to determine which design criteria (e.g., size of wheels, weight of vehicle) contribute to success. The class considers external factors (e.g., slope, floor surface) and how they influence results. Students participate in a race-off derby and determine which design criteria contribute to success. The students complete a self-assessment in their learning logs. Using a conference format, the teacher assesses the students' boxcars and learning logs in terms of the rubric for the "Boxcar Derby" project.

Assessment Rubric for ESL and ELD Stages 1 and 2 Grade 2, Science and Technology – *Structures and Mechanisms: Movement*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Understanding of Basic Concepts	– shows understanding of few of the basic concepts such as motion using wheel, axle, as affected by surface, slope	– shows understanding of some of the basic concepts such as motion using wheel, axle, as affected by surface, slope	– shows understanding of most of the basic concepts such as motion using wheel, axle, as affected by surface, slope	– shows understanding of all of the basic concepts such as motion using wheel, axle, as affected by surface, slope
Inquiry and Design Skills	– applies few of the required skills and strategies to design a boxcar	– applies some of the required skills and strategies to design a boxcar	– applies most of the required skills and strategies to design a boxcar	– applies all of the required skills and strategies to design a boxcar
Communication of Required Knowledge	– communicates minimal information to teacher during conference about procedures, observations, and results of investigations	– communicates some information to teacher during conference about procedures, observations, and results of investigations	– communicates much of the relevant information to teacher during conference about procedures, observations, and results of investigations	– communicates most of the relevant information to teacher during conference about procedures, observations, and results of investigations
Relating of Science and Technology to Each Other and to the World Outside the School	– shows minimal understanding of connections between design and boxcar effectiveness	– shows some understanding of connections between design and boxcar effectiveness	– shows good understanding of connections between design and boxcar effectiveness	– shows thorough understanding of connections between design and boxcar effectiveness

Prior Knowledge and Skills

Science and Academic Links

Students require some prior experience with the following:

- building and constructing vehicles using materials such as Lego, Meccano, or Tinker Toys;
- using standard linear measurements to measure the distance travelled by an object (e.g., their boxcar);
- creating and interpreting graphic organizers;
- using a learning log;
- drawing labelled diagrams.

Strategies

- Before the unit begins, to get a sense of students' previous experiences and to activate prior knowledge, ask the students to bring from home samples of any building toys they have.
Be aware that some students may have few toys at home.
- Use videos and films related to the theme of the unit to activate prior knowledge and provide background information and vocabulary.
- Before the unit begins, use science picture and story books related to the unit's theme for the daily reading aloud.

Cultural/Social Considerations

- Be aware that gender and cultural differences and previous experiences (e.g., lack of familiarity with the concept of a boxcar) may influence students' responses to the unit's theme.
- Validate students' cultural backgrounds and identities by brainstorming about and testing vehicles that are familiar to them.

Teaching Strategies

Structuring Lessons/Activities

- Ensure that all lessons/activities include a component for activating prior knowledge and reviewing key concepts.
- Make lessons/activities as clear as possible by chunking information and using visuals, concrete materials, gestures, repetition, and modelling.
- Record on a chart or board components of all lessons, with supporting visuals, and review them with students.
- Model all activities for students.
- Have students review main concepts and vocabulary with partners (e.g., think/pair/share) and in whole-group sessions at the end of each lesson or activity.

Using Cooperative Group Learning

Cooperative learning is a powerful strategy for ESL/ELD learners. The entire boxcar unit has been designed for pair and group work.

- Be selective in matching ESL/ELD students with a partner in the unit. Choose students who are cooperative, academically strong, and of the same linguistic background where possible, to help ESL/ELD students understand instructions and concepts.
- Foster a positive atmosphere in which students can gain from each other's success and are encouraged to take risks in the inquiry process.

Communicating With Students

- Use clarifying gestures frequently when giving instructions, particularly for students at Stages 1 and 2.
- Simplify all instructions and repeat or rephrase them, particularly for students at Stages 1 and 2.
- Encourage students to retell directions in their own words, especially students at Stages 3 and 4.
- Use words and phrases from the students' first languages to clarify instructions and key concepts whenever necessary, particularly for students at Stages 1 and 2.
- Initially accept single-word responses, while encouraging elaboration through modelling, particularly for students at Stages 1 and 2.
- Chunk information by breaking tasks down into manageable sizes.

Using Visuals

- Before the unit begins, set up a display area (e.g., a table, a bulletin board) with plenty of concrete and visual supports (e.g., models, charts, pictures, diagrams, word cards, picture books, toys, posters, banners).
- Use key visuals and graphic organizers both as teaching tools (e.g., KWL charts, webs, a visual outline of the lesson on the board) and as student learning tools (e.g., a chart with visual supports students can use to record data in a learning log).

Teaching Vocabulary/Concepts and Language Structures

- Use a word wall (with visuals) to introduce and reinforce unit-specific vocabulary.
- Teach essential vocabulary using a variety of strategies (e.g., flashcards, repetition, modelling, charts with visuals, chanting/singing activities).
- Teach language structures by highlighting specific structures (e.g., the present continuous tense, the imperative form used in instruction) using a variety of strategies (e.g., flashcards, repetition, modelling, charts with visuals, chanting/singing activities).
- Provide numerous opportunities for practice.
- Encourage the use of picture dictionaries to convey and clarify meanings of words.
- Have students maintain a personal dictionary of science and design vocabulary.

Promoting Literacy Development

- Make all students aware of phonetic structures through “thinking-aloud” questions (e.g., “What sound does *car* begin with?”).
- Encourage newly arrived students who have literacy skills in their first language to make journal entries in their first language.
- Include science read-along books in the listening centre.
- Apply guided-reading and guided-writing strategies in unit activities.
- Use a guided-writing format as one way to teach the language of procedures and investigation (e.g., use of the present continuous tense to describe an ongoing observation: “The car *is going* fast.”).

Using People as Resources

- Assign peer tutors (e.g., older students) to assist with unit activities (e.g., boxcar construction), and model for the tutors how to work with ESL/ELD students.
- Use parent volunteers to assist with unit activities (e.g., rehearsing vocabulary, completing learning logs, reading simple non-fiction books on themes related to the unit with Stage 1 and 2 students).
- Ask ESL/ELD teachers, or school-based resource teachers if available, to provide additional supports by preteaching, reinforcing students’ use of vocabulary and language structures, or team teaching during the culminating task.

Communicating With Parents

- Use simple and clear language for a letter home about collecting materials for the boxcar.
- Where possible, use an interpreter or translator.
- Invite parents to visit the classroom to view a display of boxcars as a follow-up to the boxcar derby.

Assessment and Evaluation Strategies

Diagnostic Strategies

Observation. At the beginning of the unit, determine students’ prior knowledge of cars and their knowledge of appropriate vocabulary, (a) by observing them as they work in small groups to investigate and compare the motion and mechanisms of a variety of toy cars, and (b) by examining students’ labelled illustrations of the cars.

KWL charts. Have students work individually or in large groups to record what they already knew about cars before the unit, what they would like to know about cars, and what they discovered through the unit activities.

Formative Strategies

Learning log/journal (a collection of observations, diagrams, definitions, lists, explanations, descriptions, predictions, findings, results, conclusions, and reflections in visual and written form). To minimize the limitations of language for the students, provide a graphic organizer for each entry. Use guided-writing strategies to support students in using the learning log.

Conferencing. Use conferencing to determine how well students are progressing towards achieving the expectations, and make adjustments as necessary. For ESL/ELD students in particular, conferencing is the most effective way of allowing them to communicate their understanding and demonstrate their acquisition of the knowledge and skills outlined in the expectations.

Observation (ongoing – of boxcar construction).

Student self-assessment (of his/her boxcar).

Summative Strategies

The rubric. Share the rubric for the “Boxcar Derby” and explain it to the students before they begin the task.

Modelling. Provide models of boxcars and learning logs at different levels.

Conferencing. Use the conference to assess the students’ boxcars in terms of the rubric. Consider the results in the light of previous information from observational assessments and the learning log/journal, in order to ensure a comprehensive analysis of student work.

Grade 3, Language

Genre Study

This unit adaptation addresses expectations for Grade 3 from the curriculum policy document for language. In the unit, students will be introduced to a variety of folk tales from diverse countries and cultures.

ESL and ELD Descriptors

Modifications of the language expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grades 1 to 3 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students' proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies appropriate for the ESL or ELD student at each stage.

Although this unit adaptation focuses on students who are at Stages 1 and 2, students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

Students with limited literacy skills can be identified using the descriptors in the Grade 1 to 3 ELD tables in Part 2. Such students will need assistance throughout this unit. Some may come with a background in oral storytelling and thus will be able to participate effectively. Others will require support through individualized help and guided reading to develop story sense. For the culminating task, these students may need the help of a scribe or additional time and support.

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Language – Writing		
Students will:		
– communicate ideas and information for specific purposes and to specific audiences	– communicate ideas and information for specific purposes and to specific audiences through writing in the first language and drawing and labelling	– communicate ideas and information for specific purposes and to specific audiences using short, simple, patterned sentences
– organize information into short paragraphs that contain a main idea and related ideas	– organize information using pictures, drawings, or the first language	– organize information in simple sentences and in logical sequence, with support
– begin to use compound sentences and use sentences of varying length	– write some familiar words and simple phrases	– use some basic sentence structures such as statements and questions
– produce pieces of writing using a variety of forms (e.g., simple research reports, letters, stories, poems)	– produce pieces of writing by completing sentence patterns	– produce simple pieces of writing using a variety of forms (e.g., lists, signs, labels, captions, cards, stories)
– proofread and edit their final drafts	– no modification	– no modification
– use phonics and memorized spelling rules (e.g., some verbs ending with a consonant double the consonant before <i>ed</i> or <i>ing</i> : <i>stop/stopped</i> , <i>signal/signalling</i>) to increase accuracy in spelling	– use phonics to spell some personally relevant words	– use phonics and memorized spelling rules to spell some common and personally relevant words
– introduce new words from their reading into their writing	– introduce familiar vocabulary from reading into their writing	– no modification
– use visual material to reinforce a message (e.g., a photograph of an object they are describing)	– no modification	– no modification
– identify and describe some elements of stories (e.g., plot, central idea, characters, setting)	– identify some elements of stories, using visuals and simple words	– identify some elements of stories, using simple words, phrases, and sentences

Culminating Task

Students work individually to create and illustrate a storybook based on a folk tale that they have composed (the story may give a contemporary twist to a familiar folk tale). To highlight some aspect of their stories and enhance their presentation and communication, students should also make or find an artifact or prop associated with the story. Students present their storybooks to the teacher in a conference format, and the teacher assesses the storybooks using the rubric. Students read their stories to a classmate and, if they choose, may share their stories with the whole class or in a small group. As an extension, students may tape their stories and include them among the read-along selections for the class listening centre.

Assessment Rubric for ESL and ELD Stages 1 and 2 Grade 3, Language – *Genre Study*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Reasoning	– uses few ideas that relate to the topic	– uses some ideas that relate to the topic	– relates all ideas to the topic	– uses ideas of some complexity and relates them to the topic
Communication	– writes a story with support of teacher/partner by completing sentences and filling in blanks with words and some phrases – uses limited, repetitive vocabulary	– writes a story using mostly phrases and a few simple sentences – uses high-frequency vocabulary	– writes a story using simple sentences most of the time, with some phrases – uses high-frequency vocabulary most of the time, with some variation in language	– writes a story of some complexity and detail, using simple sentences – consistently uses varied vocabulary
Organization of Ideas	– makes limited use of “beginning, middle, and end” structure to tell a story	– makes some use of “beginning, middle, and end” structure to tell a story	– uses “beginning, middle, and end” structure to tell a story	– uses an effective beginning, a developed middle, and an appropriate ending in structuring a story
Application of Language Conventions (spelling, grammar, punctuation, and style)	– writes with minimal attention to language conventions	– writes with some attention to language conventions, as appropriate for stage of proficiency	– writes with attention to language conventions, as appropriate for stage of proficiency	– writes with consistent accuracy and attention to language conventions, as appropriate for stage of proficiency

Prior Knowledge and Skills

Language and Academic Links

Students require some prior experience with the following:

- listening to and/or reading folk tales;
- retelling stories and/or folk tales (aloud and in a reading-response journal);
- distinguishing between fact and fiction;
- using basic literacy skills in the first language;
- using the writing process and graphic organizers.

Teaching Strategies

Validating Students’ Cultural/Social Backgrounds

- Use a KWL chart to determine students’ prior knowledge of folk tales.
- Research well-known folk tales from the countries and cultures of students in the class.
- Consider cultural and gender differences in selecting stories.

- Validate students' cultural backgrounds/identities by selecting books from diverse backgrounds, including bilingual storybooks, and by asking students to bring in folk tales written in other languages.
- Foster a positive atmosphere in which students can gain from each other's success and are encouraged to take risks.

Communicating With Parents and Promoting Family Literacy Development

- Encourage parents to read to and with their children on a daily basis (in the first language and/or English, if they are comfortable reading in English) to support children's cognitive development and the development of literacy skills.
- Encourage parents to retell and discuss favourite folk tales at home.

Communicating With Students

- Use clarifying gestures frequently when giving instructions, particularly for students at Stages 1 and 2.
- Simplify all instructions and repeat or rephrase them, particularly for students at Stages 1 and 2.
- Encourage students to retell directions in their own words, especially students at Stages 3 and 4.
- Use words and phrases from the students' first languages to clarify instructions and key concepts whenever necessary, particularly for students at Stages 1 and 2.
- Initially accept single-word responses, while encouraging elaboration through modelling, particularly for students at Stages 1 and 2.
- Chunk information by breaking tasks down into manageable sizes.

Teaching the Use of a Writing Process

Writing Process for All Students

Teaching Strategies to Support ESL/ELD Learners

Prewriting Activities

- Teacher reads many folk tales to the class as a daily read-aloud; teacher uses retell/relate/reflect, orally and for the students’ reading-response journals, to support understanding.
 - As a class, students identify and discuss the story components (e.g., characters, setting, plot, problem, solution, message).
 - Teacher records story components using a graphic organizer (e.g., cumulative chart) for each folk tale; teacher includes visuals (e.g., by drawing symbols, pictures).
 - Teacher invites students to bring in any folk tales from home. Have they found any new and interesting folk tales? Students talk about their favourite folk tales and tell why they enjoy them.
 - Teacher may invite a professional storyteller to visit the class.
 - If a song or chant of one of the folk tales is available, teacher records it on chart paper (story sequence is broken down and recorded in a series of chart papers); groups of students take turns holding up the sequenced charts at the front of the class as the class sings/chants along; individual students take turns tracking.
 - Teacher selects a folk tale (e.g., “Anansi and the Spider”) and reads it to the class; the students identify and discuss the story components while the teacher records them on a cumulative chart.
 - Using think/pair/share and class discussion, students brainstorm alternatives to the story to make it more contemporary (e.g., by changing the setting, the ending).
 - Teacher uses a shared-writing activity (using information from the class brainstorming) to compose a group folk tale with an interesting twist by creating a group story map or using think-aloud to help the students with the format, purpose, and audience.
 - Teacher teaches and reviews essential vocabulary and language structures (e.g., past tense: “Long ago, there lived ...”) using a variety of strategies such as modelling, repetition, and charts with visuals.
 - Teacher uses graphic organizers to support concept of beginning, middle, and end of story.
 - Teacher (with class input) records the criteria for an effective story on a chart and displays it (the rubric).
- Where possible, as a supplement to support understanding, Stage 1 and 2 students may read and/or have read to them some of the same folk tales at a simpler level. (Where this is not possible, students use picture cues to follow along with the oral reading.)
 - Where possible, as a supplement to support understanding, Stage 1 and 2 students may identify and discuss the story components in the first language (e.g., with the teacher, a parent, a volunteer, a bilingual student).
 - Teacher invites students to bring in folk tales in the first language.
 - Where possible, as a supplement to support understanding, Stage 1 and 2 students may brainstorm, in their first language, alternatives to the story (e.g., with the teacher, a parent, a volunteer, a bilingual student).

Teaching the Use of a Writing Process (*continued*)

Writing Process for All Students	Teaching Strategies to Support ESL/ELD Learners
Drafting	
<ul style="list-style-type: none"> – Using a planner (e.g., a story map), students individually prepare their own outline for the same folk tale using a different twist from the group folk tale. – Students use their outlines to create a first draft. 	<ul style="list-style-type: none"> – Have each Stage 1 and 2 student work with a cooperative, academically strong student partner, of the same linguistic background where possible, to support communication of instructions and concepts. – Early Stage 1 students may write their outlines and stories in their first language (as well as labelling their illustrations in English). – Early Stage 1 students may draw a sequence of pictures representing a storyline and have teacher label them or write their responses (can be representation of a familiar folk tale). – Teacher further reinforces sentence stems and patterns to support Stage 1 and 2 students (e.g., “Long ago ...”) using controlled-writing formats (e.g., “Once there was a _____ named _____”). – Teacher uses picture alphabet charts to aid early Stage 1 students.
Peer Review	
<ul style="list-style-type: none"> – Working in pairs, students read each other’s stories and provide feedback using guiding questions. – Teacher encourages use of pictionaries, dictionaries, word books, and environmental print, to extend vocabulary. 	<ul style="list-style-type: none"> – Have each Stage 1 and 2 student work with a cooperative, academically strong student partner, of the same linguistic background where possible.
Revising and Editing	
<ul style="list-style-type: none"> – Teacher reviews with students the revision checklist. – Teacher encourages use of pictionaries, dictionaries, word books, and environmental print to extend vocabulary. – Students reread their drafts and make any necessary changes. – Working with partners, or as a class with the teacher’s help, students make further changes, using an editing checklist. 	<ul style="list-style-type: none"> – Teacher assigns peer tutors (e.g., older students) to assist the students and models for the tutors how to work with ESL/ELD students.
Publishing	
<ul style="list-style-type: none"> – Students write their final copies in a storybook format with illustrations, checking carefully to ensure that this represents their best work. 	<ul style="list-style-type: none"> – Teacher assigns parent volunteers to assist with publishing component.

Using Centres

- Provide the classroom listening/reading centre with a wide variety of folk tales, including read-along folk tales, traditional and contemporary tales, multilingual and bilingual tales, and tales from different cultures.
- Provide the classroom writing centre with a wide variety of resource/reference materials, including computer software, picture dictionaries, dictionaries, word books, graphic organizers (e.g., story maps, webs, outlines), editing/revising checklists, and samples of published folk tales.

Using Extension Activities

- Provide opportunities for students to participate in dramatizations of stories and/or folk tales (e.g., through readers' theatre, puppet theatre).

Assessment and Evaluation Strategies

Diagnostic Strategies

Observation. Use observations from the initial unit activity with the KWL chart to determine students' prior knowledge of folk tales.

Formative Strategies

Conferencing. Use conferencing on an ongoing basis to determine how well students are progressing towards achieving the expectations, and make adjustments as necessary. For ESL/ELD students in particular, conferencing is the most effective way of allowing them to communicate their understanding and demonstrate their acquisition of the knowledge and skills outlined in the expectations.

Ongoing observational assessment (recorded in anecdotal notes, checklists).

Student self-assessment (of his/her folk tale, storybook).

Summative Strategies

The rubric. Share the rubric for the "folk tale" unit and explain it to the students before they begin the task.

Modelling. Provide examples of folk tales at different levels.

Conferencing. Use the conference to assess the students' folk tales in terms of the rubric. Consider the results in the light of previous information from observational assessments, to ensure a comprehensive analysis of student work.

Grade 4, Mathematics

Measurement

This unit adaptation addresses expectations for Grade 4 from the curriculum policy documents for mathematics and language.

To motivate students and engage their interest in mathematics, teaching should highlight activities that are creative and highly relevant to students' lives. The culminating project in this unit adaptation is about classroom design – a topic of interest to students and one that builds on their experiences and prior knowledge.

ESL and ELD Descriptors

Modifications of the mathematics and language expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grade 4 to 6 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students' proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

Although this unit adaptation focuses on students who are at Stages 1 and 2, students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

ELD students will need considerable support from teachers and peers in this unit. Some ELD students will not have had previous experiences in school classrooms. The measurement strands in Grades 1 to 3 provide useful suggestions for program adaptation, although specific ELD modifications and rubrics should be based on the Grade 4 program. Many of the activities that other students attempt independently will need to be broken into discrete steps with accompanying oral explanations of their purpose and function. Detailed descriptors for the relevant stages and skills are provided in the Grade 4 to 6 ELD tables in Part 2.

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Mathematics		
Students will:		
<ul style="list-style-type: none"> – draw items given specific lengths – select the most appropriate standard unit (millimetre, centimetre, decimetre, metre, or kilometre) to measure linear dimensions and the perimeter of regular polygons – use linear dimensions and perimeter and area measures with precision to measure length, perimeter, and area – explain the difference between perimeter and area and indicate when each measure should be used – select the most appropriate standard unit (e.g., millilitre, litre) to measure the capacity of containers 	<ul style="list-style-type: none"> – no modification – demonstrate an understanding of key vocabulary words (<i>millimetre, centimetre, decimetre, metre, kilometre, perimeter, polygon</i>) and their applications – measure length, perimeter, and area, with support – demonstrate an understanding of the difference between perimeter and area by showing when each should be used – usually select the most appropriate standard unit (e.g., millilitre, litre) to measure the capacity of containers 	<ul style="list-style-type: none"> – no modification – usually select the most appropriate standard unit (millimetre, centimetre, decimetre, metre, or kilometre) to measure linear dimensions and the perimeter of regular polygons – measure length, perimeter, and area with precision, with minimal support – explain, with teacher support, the difference between perimeter and area and indicate when each measure should be used – no modification
Language – Reading		
Students will:		
<ul style="list-style-type: none"> – understand the vocabulary and language structures appropriate for this grade level 	<ul style="list-style-type: none"> – understand some of the vocabulary appropriate to the measurement unit 	<ul style="list-style-type: none"> – understand most vocabulary and some of the language structures appropriate to the measurement unit
Language – Writing		
Students will:		
<ul style="list-style-type: none"> – communicate ideas and information for a variety of purposes and to specific audiences 	<ul style="list-style-type: none"> – communicate ideas and information in short, coherent, patterned sentences 	<ul style="list-style-type: none"> – communicate ideas and information about a central idea using simple sentences
Language – Oral and Visual Communication		
Students will:		
<ul style="list-style-type: none"> – contribute and work constructively in groups – present information to their peers in a focused and organized form on a topic of mutual interest 	<ul style="list-style-type: none"> – work constructively in a group in a limited role – with guidance and using visuals, present basic information to peers (e.g., about their classroom floor plan) 	<ul style="list-style-type: none"> – contribute and work constructively in groups in a limited role – with some guidance and using visuals, present key information to peers in a focused and organized form (e.g., about their classroom floor plan)

Culminating Task

Students work in pairs to design their ideal classroom based on their existing classroom space. An aquarium must be included as a classroom feature, and at least one item must be a shape other than a square or a rectangle. Students prepare a floor plan showing the perimeter and area of at least four larger items and the water capacity of the aquarium. The planned classroom must be appropriate for learning and must include space for resources as well as teacher and student work areas. Students should be encouraged to be creative and to include elements that will enhance their learning environment. Resources such as magazines or books may be used to gain ideas, and the plan can be done on a computer or on graph paper.

In addition, students write a short explanation of why their plan represents an ideal classroom. Students should be given opportunities to share their floor plan, the measurements of the four items and the aquarium, and their ideas. (Even though the plan may not be done exactly to scale, students must demonstrate that all items, as well as the teacher and the students, will fit comfortably into the classroom.)

Assessment Rubric for ESL and ELD Stage 1 Grade 4, Mathematics – *Measurement*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Problem Solving	– with assistance, estimates and measures classroom perimeter	– estimates and measures classroom perimeter with some degree of accuracy	– estimates and measures classroom perimeter with considerable accuracy	– independently and accurately estimates and measures classroom perimeter
Understanding of Concepts	– demonstrates minimal understanding of a few of the key concepts and their applications (units of measurement related to perimeter, area, and volume) – rarely distinguishes among area, perimeter, and volume, even with the use of visuals	– demonstrates understanding of some of the key concepts and their applications (units of measurement related to perimeter, area, and volume) – with assistance and the use of visuals, distinguishes among area, perimeter, and volume	– demonstrates understanding of most of the key concepts and their applications (units of measurement related to perimeter, area, and volume) – with the use of visuals, distinguishes among area, perimeter, and volume	– demonstrates understanding of all (or almost all) of the key concepts and their applications (units of measurement related to perimeter, area, and volume) – independently distinguishes among area, perimeter, and volume
Application of Mathematical Procedures	– with substantial support, measures length, perimeter, area, and volume	– with some precision and minimal support, measures length, perimeter, area, and volume	– with some precision, measures length, perimeter, area, and volume	– with precision, independently measures length, perimeter, area, and volume
Communication of Required Knowledge Related to Concepts, Procedures, and Problem Solving	– with assistance, shows the floor plan to peers	– with substantial assistance, gives a short presentation, naming items included in the floor plan, and speaks about one or two measured items	– with some assistance, gives a short presentation to peers about the floor plan and speaks about two or three measured items	– gives a presentation to peers that includes some detail about the floor plan and speaks about two or three measured items

Assessment Rubric for ESL and ELD Stage 2 Grade 4, Mathematics – *Measurement*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Problem Solving	– with assistance, solves some problems related to his/her environment using measurement and estimation	– with minimal assistance, solves problems related to his/her environment using measurement and estimation	– solves most problems related to his/her environment using measurement and estimation	– consistently solves problems related to his/her environment using measurement and estimation
Understanding of Concepts	– is rarely able to select the most appropriate standard unit (millimetre, centimetre, decimetre, metre, or kilometre) to measure linear dimensions and the perimeter of regular polygons	– is sometimes able to select the most appropriate standard unit (millimetre, centimetre, decimetre, metre, or kilometre) to measure linear dimensions and the perimeter of regular polygons	– usually selects the most appropriate standard unit (millimetre, centimetre, decimetre, metre, or kilometre) to measure linear dimensions and the perimeter of regular polygons	– consistently selects the most appropriate standard unit (millimetre, centimetre, decimetre, metre, or kilometre) to measure linear dimensions and the perimeter of regular polygons
Application of Mathematical Procedures	– with substantial support, demonstrates some understanding of the difference between perimeter and area and indicates when each measure should be used	– with minimal support, demonstrates an understanding of the difference between perimeter and area and indicates when each measure should be used	– demonstrates an understanding of the difference between perimeter and area and indicates when each measure should be used	– demonstrates a thorough understanding of the difference between perimeter and area and indicates when each measure should be used
Communication of Required Knowledge Related to Concepts, Procedures, and Problem Solving	– with substantial guidance, contributes and works constructively in groups – with substantial guidance and using visuals, presents minimal information to peers about the floor plan	– with considerable guidance, contributes and works constructively in groups – with substantial guidance and using visuals, presents key information to peers in a somewhat focused and organized form about the floor plan	– with guidance, contributes and works constructively in groups – with some guidance and using visuals, presents key information to peers in a focused and organized form about the floor plan	– contributes and works constructively in groups – using visuals, presents key information with useful detail to peers in a focused and well-organized form about the floor plan

Prior Knowledge and Skills

Students require some prior experience with the following:

- performing basic operations;
- taking measurements;
- making simple maps (e.g., floor plan, bird’s-eye view);
- identifying a variety of shapes (e.g., circle, triangle, polygram);
- working with a partner;
- presenting information.

Strategies

- Before the unit begins, ask students to describe features they have liked in previous classrooms (ESL/ELD students' input may be of particular interest to other students).
- Model and have students practise the basic operational skills (e.g., measuring, drawing, developing an explanation) they will need to perform the culminating task.
- If possible, have students visit a local pet store to look at aquariums and note aquarium shapes and sizes. Students may be able to do this outside school time. In addition, have students collect pictures of various shapes of aquariums.
- Review with students the items they feel are essential in a classroom.

Teaching Strategies

The following teaching strategies are appropriate for both ESL and ELD students. Since students come from a variety of educational backgrounds, their experiences, knowledge, and skills will vary and gaps may exist. The strategies that follow will help to address various possible gaps.

Structuring Lessons/Activities

- Model what students need to do: for example, measuring and drawing a floor plan; writing an explanation.
- Have frequent briefing sessions with groups and the whole class so challenges can be addressed and problems discussed.
- Guide students in presentation strategies and give them lots of opportunities to practise before they share their floor plan and ideas with others.
- Brainstorm lists of items that may be included in an ideal classroom and then have students plan in pairs.

Using Visuals

- Show samples of exemplary completed work to help students understand what is expected. For students at Stages 3 and 4, discuss what components make the examples good work.
- Arrange for students to visit other classrooms in the school to see other possible floor plans.

Teaching Vocabulary/Concepts and Language Structures

- The language of mathematics can be complex, and knowledge of its special terminology is essential for successful learning. Ensure that key vocabulary is explicitly taught and that vocabulary knowledge is reinforced frequently.
- Clarify meaning by posting symbols with word definitions and examples of operations.
- Be sure students understand the various ways in which a mathematical operation can be signalled. Addition, for example, can be signalled by words such as *plus*, *combine*, *add*, and *sum*.
- Point out contextual clues that help students with meaning. In a mathematical context, for example, words such as *area*, *table*, and *into* have a different meaning from their “everyday” meaning.
- Have students create a (bilingual) mathematics dictionary that includes pictures or examples.

Assessment and Evaluation Strategies

- Regularly record observations of student participation, interaction, and use of skills.
- Allow students to communicate and share their ideas about their floor plan in a variety of ways. For example:
 - Use an overhead and name items on their floor plan; if possible, early Stage 1 students can tell about their floor plan in their first language while a volunteer translates.
 - Have students show their floor plan and respond with “Yes” or “No” answers to specific questions about their plan and ideas.
- Discuss assessment procedures and criteria, including the rubric, with students ahead of time and provide opportunities for students to practise self- and peer assessment. Engage students in discussions during this process.
- Use a checklist that includes ratings such as “needs improvement”, “good”, and “very good” and that provides space for students to make constructive comments based on self- and peer assessment of the final presentation. For Stage 1 and 2 students the evaluation could focus on the following:

For the floor plan

- use of measurement units (Were the correct units of measurement applied?);
- organization and neatness of design (Is it conducive/favourable to learning?);
- personal appeal (Would you like to be in this classroom?).

For the oral presentation

- use of topic-related vocabulary;
- eye contact with audience;
- clarity and volume of speech;
- communication of information (including the measurement details).

Grade 5, Science and Technology

Earth and Space Systems: Weather

This unit adaptation addresses expectations for Grade 5 from the curriculum policy documents for science and technology and language.

Integrated science units are ideal teaching vehicles for ESL and ELD students. Weather is a particularly appropriate topic for second-language learners, as it is a global theme and all students have ideas and experiences to share. Teachers should pay particular attention to helping students acquire key subject vocabulary, which is vital to an understanding of the unit's content.

ESL and ELD Descriptors

Modifications of the science and technology and language expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grade 4 to 6 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students' proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

Although this unit adaptation focuses on students who are at Stages 1 and 2, students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The "Teaching Strategies" section addresses some of these adaptations.

ELD Considerations

Students with limited educational experiences in key areas (such as project work) can be identified using the descriptors in the Grade 4 to 6 ELD tables in Part 2. Such students may need assistance of the following kind:

- support in using and/or developing research skills;
- support in developing the organizational skills needed for project work;
- coaching in how to work collaboratively with a partner (see notes on "Using Cooperative Learning/Group Work" in the "Teaching Strategies" section for this unit adaptation).

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
<i>Science and Technology</i>		
Students will:		
<ul style="list-style-type: none"> – demonstrate an understanding of the major climatic factors and patterns associated with weather – examine how weather forecasts influence decisions concerning human activity and how humans have adapted to a variety of weather conditions 	<ul style="list-style-type: none"> – demonstrate an understanding of selected key vocabulary related to weather and climate – examine how weather forecasts influence people’s decisions, specifically in the actions they take in and around their homes (cause and effect), and examine at least two adaptations people have made to their homes in response to weather conditions in a specific region 	<ul style="list-style-type: none"> – demonstrate an understanding of the difference between climate and weather – examine how weather forecasts influence decisions concerning daily human activity and several adaptations humans have made to their homes in response to weather conditions in a specific region
<i>Language – Reading</i>		
Students will:		
<ul style="list-style-type: none"> – read a variety of fiction and non-fiction materials for different purposes 	<ul style="list-style-type: none"> – with assistance, read fiction and non-fiction materials to develop subject vocabulary (e.g., familiar words and phrases relating to earth and space systems) 	<ul style="list-style-type: none"> – read a few types of simple fiction and non-fiction materials and, with assistance, identify key information
<i>Language – Writing</i>		
Students will:		
<ul style="list-style-type: none"> – use writing for various purposes and in a range of contexts, including school work 	<ul style="list-style-type: none"> – copy teacher-provided materials and use writing to produce formats appropriate to subject areas (e.g., charts, graphs, title pages) 	<ul style="list-style-type: none"> – with assistance and some accuracy, use writing for various purposes, in specific contexts (e.g., for simple explanations and descriptions)
<i>Language – Oral and Visual Communication</i>		
Students will:		
<ul style="list-style-type: none"> – contribute and work constructively in groups – communicate information, explain a variety of ideas and procedures, and follow the teacher’s instructions 	<ul style="list-style-type: none"> – work constructively in a group in a limited role – communicate basic information, listen to descriptions of simple procedures and attempt to restate them, with contextual support, and follow simple teacher instructions 	<ul style="list-style-type: none"> – contribute and work constructively in groups in a limited role – communicate straightforward information, rephrase key ideas and procedures, and follow teacher instructions

Culminating Task

Students work in pairs or small groups to create a model of a typical home in a specific region of the world. Students prepare an oral presentation of their model and also provide a written explanation of (a) its structural features (e.g., the building materials used, the shape of the roof, or any other design feature[s] specifically affected by climatic factors) and (b) why these features are appropriate in the particular region chosen.

Assessment Rubric for ESL and ELD Stage 1 Grade 5, Science and Technology – *Earth and Space Systems: Weather*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Understanding of Basic Concepts	<ul style="list-style-type: none"> – demonstrates minimal understanding of selected key vocabulary related to weather and climate – with substantial assistance, examines how weather forecasts influence people’s decisions about their homes 	<ul style="list-style-type: none"> – demonstrates some understanding of selected key vocabulary related to weather and climate – with some assistance, examines how weather forecasts influence people’s decisions about their homes 	<ul style="list-style-type: none"> – demonstrates understanding of most selected key vocabulary related to weather and climate – works independently some of the time to examine how weather forecasts influence people’s decisions about their homes 	<ul style="list-style-type: none"> – demonstrates understanding of all (or almost all) selected key vocabulary related to weather and climate – independently examines how weather forecasts influence people’s decisions about their homes
Inquiry and Design Skills	<ul style="list-style-type: none"> – uses teacher-selected resource materials about weather conditions in a specific region – creates a model of a home that shows few design and structural features related to weather influences 	<ul style="list-style-type: none"> – with assistance, locates and uses some appropriate resource materials about weather conditions in a specific region – creates a model of a home that shows some basic design and structural features related to weather influences 	<ul style="list-style-type: none"> – with occasional assistance, locates and uses appropriate resource materials about weather conditions in a specific region – creates a model of a home that shows some design and structural features related to weather influences 	<ul style="list-style-type: none"> – independently locates and uses appropriate resource materials about weather conditions in a specific region – creates a model of a home that clearly shows numerous design and structural features related to weather influences
Communication of Required Knowledge	<ul style="list-style-type: none"> – with assistance, delivers a simple oral presentation related to the culminating task – gives very limited responses to specific questions about weather, with the support of visuals such as maps, graphs, pictures, and diagrams 	<ul style="list-style-type: none"> – with minimal assistance, delivers a simple oral presentation related to the culminating task – gives limited responses to specific questions about weather, with the support of visuals such as maps, graphs, pictures, and diagrams 	<ul style="list-style-type: none"> – delivers a simple oral presentation related to the culminating task – gives clear responses to specific questions about weather, with the support of visuals such as maps, graphs, pictures, and diagrams 	<ul style="list-style-type: none"> – delivers a clear and somewhat detailed oral presentation related to the culminating task – gives extensive responses to specific questions about weather, with the support of some visuals such as maps, graphs, pictures, and diagrams
Relating of Science and Technology to Each Other and to the World Outside the School	<ul style="list-style-type: none"> – demonstrates minimal understanding of how weather forecasts influence people’s decisions about actions in and around their homes (cause and effect) 	<ul style="list-style-type: none"> – demonstrates some understanding of how weather forecasts influence people’s decisions about actions in and around their homes (cause and effect) 	<ul style="list-style-type: none"> – demonstrates good understanding of how weather forecasts influence people’s decisions about actions in and around their homes (cause and effect) 	<ul style="list-style-type: none"> – demonstrates thorough understanding of how weather forecasts influence people’s decisions about actions in and around their homes (cause and effect)

Assessment Rubric for ESL and ELD Stage 2 Grade 5, Science and Technology – *Earth and Space Systems: Weather*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Understanding of Basic Concepts	– demonstrates limited understanding of the difference between climate and weather – with substantial assistance, examines how weather forecasts influence people’s decisions about their homes	– demonstrates some understanding of the difference between climate and weather – with some assistance, examines how weather forecasts influence people’s decisions about their homes	– demonstrates good understanding of the difference between climate and weather – works independently some of the time to examine how weather forecasts influence people’s decisions about their homes	– demonstrates thorough understanding of the difference between climate and weather – independently examines how weather forecasts influence people’s decisions about their homes
Inquiry and Design Skills	– with substantial assistance, locates and selects a few simple facts from textbooks, resources, and dictionaries – creates a model of a home that shows few design and structural features related to weather influences	– with assistance, locates and selects a few simple facts from textbooks, resources, and dictionaries – creates a model of a home that shows some basic design and structural features related to weather influences	– with assistance, locates and selects some information from textbooks, resources, and dictionaries – creates a model of a home that shows some design and structural features related to weather influences	– with minimal assistance, locates and selects information from textbooks, resources, and dictionaries – creates a detailed model of a home that highlights many design and structural features related to specific weather influences
Communication of Required Knowledge	– with substantial support, communicates straightforward information by repeating key ideas related to the culminating task	– with minimal support, communicates straightforward information and rephrases key ideas related to the culminating task	– communicates straightforward information and rephrases key ideas related to the culminating task	– clearly and confidently communicates straightforward information and rephrases key ideas related to the culminating task
Relating of Science and Technology to Each Other and to the World Outside the School	– with substantial assistance and the support of appropriate key visuals, identifies one or two adaptations to homes that humans have made in response to the weather/climate in a specific region	– with some assistance and the support of some appropriate key visuals, identifies two or more adaptations to homes that humans have made in response to the weather/climate in a specific region	– using key visuals appropriately to clarify communication, identifies two or more adaptations to homes that humans have made in response to the weather/climate in a specific region	– using key visuals appropriately to clarify communication, identifies three or more adaptations to homes that humans have made in response to the weather/climate in a specific region

Prior Knowledge and Skills

Students require some prior experience with the following:

- creating and interpreting graphic organizers;
- creating a picture dictionary;
- working in groups;
- using a computer to locate and gather information.

Strategies

- Near the beginning of the unit, introduce brainstorming and KWL charts to activate students' prior knowledge and provide background information and vocabulary about weather.

Example:

(K) Know: What do you know about weather? How did it influence what you wore today? Is the weather the same all over the world? (Students born elsewhere may want to share their experiences.)

(W) Want to Know: List some questions students have on the topic of weather. Regularly add to the list of questions.

(L) What You Learned: Fill in the answers to questions as students learn them.

- Familiarize students with the use of graphic organizers (e.g., line and bar graphs, Venn diagrams) to help show information in a quick way. When introducing these tools, have students work from familiar facts or information. For example, have students work with a partner to fill out a Venn diagram illustrating what they have in common as individuals and what is different about each of them. Students will then more easily use the Venn diagram format to compare some weather facts about two regions.
- Familiarize students with the use of computers as research tools. Some ESL and ELD students may have had little or no previous experience with using computers. Demonstrate and teach students information-technology skills and show them how to visit websites to collect information about climate in other parts of the world.

Teaching Strategies

Using Cooperative Learning/Group Work

- ESL/ELD students work well in mixed-ability groups if they have clear instructions and some practice with working in cooperative teams. To ensure the participation of Stage 1 and 2 students, assign them roles that ensure their participation but are compatible with their level of proficiency in English. The groups will need to plan how to allocate responsibilities to enable each student to make a positive contribution. For example, in the culminating task, Stage 1 students will likely provide capable help with designing and building models. They may also be able to share information about the impact of climate in their birth country (if it is selected). Stage 1 or 2 students can take part in role playing or a drama presentation, if the group chooses to present information in this way. Teachers need to guide and coach the students in how to share the work responsibilities in the group effectively.

Teaching Vocabulary

- Introduce key vocabulary as needed for the unit.
- Encourage students to carry and use bilingual dictionaries. Have the students develop picture dictionaries of weather words, adding new words regularly. Both English and first-language words should be written below the pictures.
- When possible, partner Stage 1 or 2 ESL/ELD students with a bilingual peer who shares the same first language.
- Provide numerous visual supports (e.g., pictures, graphs, maps, charts) to communicate and clarify information and concepts.
- Allow ESL/ELD students extra time to answer questions.

- Use videos that will clarify concepts (e.g., structures of homes in different climates).
- Provide samples or pictures of possible building materials for the model.
- Model new skills for students (e.g., using Plasticine or clay, creating labels) and give them opportunities to experiment and practise.

Assessment and Evaluation Strategies

- Observe students as they work independently and in groups. Note what they are doing well and where they need support and coaching. For example, some students may have limited research skills and may require instruction. Provide clear expectations and review them carefully.
- Test student comprehension of vocabulary by providing cloze passages with vocabulary printed in word boxes or by having students match words to pictures.
- Show students completed samples of several projects at levels 2, 3, and 4, and have students reflect on the differences among the projects. Highlight features that you want students to focus on and include in their own work.
- Develop with students a simple rubric to help them assess themselves and/or their peers on their presentation. Criteria could include the following: Was the information presented clearly? Was the information presented in an interesting format? Was the presenter's voice audible?
- Develop strategies to assess students' knowledge of the subject separately from their language proficiency. For example, when assessing how well Stage 1 students understand the connection between weather forecasts or conditions and people's decisions about their homes, provide pictures of weather conditions and of related actions (e.g., closing a window, lighting a fire, having the roof repaired) and ask students to point out which actions would be a likely response to which weather conditions.
- When assessing Stage 1 students, ask questions that can be answered with a "Yes" or "No" response.

Grade 6, Social Studies

Canada and World Connections: Canada and Its Trading Partners

This unit adaptation is based on “Canada and Its Trading Partners”, one of the sample units developed by the Toronto District School Board using the Ministry of Education’s *Curriculum Unit Planner*. It addresses expectations for Grade 6 from the curriculum policy documents for social studies, language, mathematics, and visual arts.

This integrated unit will support both the language and the cognitive development of ESL/ELD students. In the unit, students have opportunities to learn about Canada and at the same time to share information and knowledge about their countries of origin. Students will acquire new vocabulary and conceptual knowledge related to the subject area. They will also strengthen their skills in listening, speaking, reading, and writing through participation in assignments and group discussions.

ESL and ELD Descriptors

Modifications of the social studies, language, mathematics, and visual arts expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grade 4 to 6 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students’ proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

Although this unit adaptation focuses on students who are at Stages 1 and 2, students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

Students who may require additional support or activities to fill gaps in background knowledge can be identified using the descriptors in the Grade 4 to 6 ELD tables in Part 2. Such students may need assistance of the following kind:

- instruction in techniques for brainstorming, for identifying cause-and-effect relationships and comparison-contrast relationships, and for summarizing information;
- support in using and/or developing research skills and the organizational skills needed for project work;
- frequent comprehension checks to ensure that they understand and are able to complete assigned activities;
- extra opportunities to engage in active and hands-on experiences.

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Social Studies		
Students will:		
<ul style="list-style-type: none"> – identify some of Canada’s major trading partners (e.g., countries in Europe, Pacific Rim, Central America, South America) – identify products that Canada imports (e.g., fruit, vegetables, chemicals, motor vehicles) and exports (e.g., newsprint, grain, timber, natural gas) – demonstrate an understanding of the distinguishing features of a country in another region (e.g., Pacific Rim) – use appropriate vocabulary (e.g., <i>technology, culture, immigration, tourism, physical features, export, import, parallels, meridians, Pacific Rim, economics, media</i>) to describe their inquiries and observations – describe how sharing of goods and culture between Canada and other countries can influence the lifestyles of Canadians 	<ul style="list-style-type: none"> – with support, identify one or two of Canada’s major trading partners – with assistance, select from a list some products that Canada imports (e.g., fruit, vegetables, chemicals, motor vehicles) – with support, name a few distinguishing features of a country in another region – with support, use selected key vocabulary for the unit to identify countries and products – with support, identify some food, music, and clothing used by students and the source country for the product 	<ul style="list-style-type: none"> – no modification – create a chart to identify products that Canada imports (e.g., fruit, vegetables, chemicals, motor vehicles) and exports (e.g., newsprint, grain, timber, natural gas) – list several distinguishing features of a country in another region – use selected key vocabulary for the unit to ask questions and give information – using a cause-and-effect chart, describe some ways in which the sharing of goods and culture between Canada and other countries can affect the lifestyle of Canadians
Language – Oral and Visual Communication		
Students will:		
<ul style="list-style-type: none"> – ask and answer questions to obtain and clarify information – contribute and work constructively in groups 	<ul style="list-style-type: none"> – respond to simple content questions (e.g., What country exports shoes to Canada?) – work constructively in a group in a limited role 	<ul style="list-style-type: none"> – respond to content questions (e.g., What three natural resources does Canada export?) – contribute and work constructively in groups in a limited role
Language – Reading		
Students will:		
<ul style="list-style-type: none"> – decide on a specific purpose for reading, and select the material that they need from a variety of appropriate sources 	<ul style="list-style-type: none"> – read teacher-selected material related to content to develop subject knowledge 	<ul style="list-style-type: none"> – with assistance, select and read material from a variety of appropriate sources to develop subject knowledge
Mathematics – Patterning and Algebra		
Students will:		
<ul style="list-style-type: none"> – apply patterning strategies to problem-solving situations 	<ul style="list-style-type: none"> – recognize simple patterning strategies (e.g., help to create a game board related to the unit content) 	<ul style="list-style-type: none"> – apply patterning strategies (e.g., help to create a game board related to the unit content)

Expectations and Modifications for ESL and ELD Students *(continued)*

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Visual Arts – Creative Work		
Students will:		
– produce two- and three-dimensional works of art that communicate a range of thoughts, feelings, and ideas for specific purposes and to specific audiences	– when given explicit instructions and samples to follow, produce two- or three-dimensional works of art that identify one or two of Canada’s trading partners and/or some of Canada’s imports and exports	– produce two- or three-dimensional works of art that communicate a number of ideas about Canada’s trading partners and its imports and exports

Culminating Task

Students work in groups to design and create a game for two to four players that can be used to teach other students about Canada and its trading partners. Students prepare questions and answers throughout the unit, incorporating information they are learning. Each group decides what the strategy of the game will be, the information that will be covered, the design of the game board and game pieces, how the movement is controlled (e.g., using a spinner, rolling dice), and what the rules and instructions are. Students may model their game boards after common games with which they are familiar. The completed games may be presented to peers, and an opportunity to play the games may be provided.

Assessment Rubric for ESL and ELD Stage 1
Grade 6, Social Studies – *Canada and World Connections: Canada and Its Trading Partners*

Category	Level 1	Level 2	Level 3	Level 4
	The student:			
Understanding of Concepts	<ul style="list-style-type: none"> – demonstrates minimal understanding of selected key vocabulary for the unit – with assistance and using visuals, names a few of Canada’s trading partners and imported and exported products 	<ul style="list-style-type: none"> – demonstrates some understanding of selected key vocabulary for the unit – using visuals, names a few of Canada’s trading partners and imported and exported products 	<ul style="list-style-type: none"> – demonstrates understanding of most selected key vocabulary for the unit – using visuals, names several of Canada’s trading partners and imported and exported products 	<ul style="list-style-type: none"> – demonstrates understanding of all (or almost all) selected key vocabulary for the unit – using some visuals, names many of Canada’s trading partners and imported and exported products
Application of Concepts and Skills	<ul style="list-style-type: none"> – with substantial assistance, applies some simple patterning strategies and uses visual art materials and techniques to help create a game board 	<ul style="list-style-type: none"> – with some assistance, applies some simple patterning strategies and uses visual art materials and techniques to help create a game board 	<ul style="list-style-type: none"> – works independently some of the time to apply simple patterning strategies and uses visual art materials and techniques to help create a game board 	<ul style="list-style-type: none"> – independently applies simple patterning strategies and uses visual art materials and techniques to help create a game board
Inquiry/Research Skills and Map and Globe Skills	<ul style="list-style-type: none"> – with substantial assistance, identifies one or two source countries for some food, music, and clothing used by students 	<ul style="list-style-type: none"> – with some assistance, identifies the source country for some food, music, and clothing used by students 	<ul style="list-style-type: none"> – works independently some of the time to identify the source country for some food, music, and clothing used by students 	<ul style="list-style-type: none"> – independently identifies the source country for much of the food, music, and clothing used by students
Communication of Required Knowledge	<ul style="list-style-type: none"> – with substantial assistance, prepares one or two specific questions and answers relevant to the culminating task 	<ul style="list-style-type: none"> – with some assistance, prepares some specific questions and answers relevant to the culminating task 	<ul style="list-style-type: none"> – with minimal assistance, prepares specific questions and answers relevant to the culminating task 	<ul style="list-style-type: none"> – independently prepares specific questions and answers relevant to the culminating task

Assessment Rubric for ESL and ELD Stage 2
Grade 6, Social Studies – *Canada and World Connections: Canada and Its Trading Partners*

Category	Level 1	Level 2	Level 3	Level 4
	The student:			
Understanding of Concepts	– makes minimal use of selected key vocabulary	– uses some selected key vocabulary to ask questions and give information	– uses selected key vocabulary to ask questions and give information	– uses appropriate subject vocabulary to ask questions and give information
	– identifies a few major trading partners and imported and exported products	– identifies some major trading partners and imported and exported products	– identifies several major trading partners and imported and exported products	– identifies many major trading partners and imported and exported products
Application of Concepts and Skills	– makes minimal use of patterning strategies and visual art materials and techniques to help create a game board	– makes some use of patterning strategies and visual art materials and techniques to help create a game board	– uses patterning strategies and visual art materials and techniques to help create a game board	– imaginatively uses patterning strategies and visual art materials and techniques to help create a game board
Inquiry/Research Skills and Map and Globe Skills	– with substantial assistance, gives a limited description of the effect of trade on the lifestyle of Canadians	– with substantial assistance and using a cause-and-effect chart, describes some effects of trade on the lifestyle of Canadians	– with some assistance and using a cause-and-effect chart, describes most effects of trade on the lifestyle of Canadians	– uses a cause-and-effect chart to describe the effects of trade on the lifestyle of Canadians
Communication of Required Knowledge	– rarely asks and answers questions related to the culminating task	– sometimes asks and answers questions related to the culminating task	– with increasing spontaneity, asks and answers questions of some complexity related to the culminating task	– with increasing clarity and spontaneity, asks and answers questions of some complexity related to the culminating task

Prior Knowledge and Skills

Students require some prior knowledge or experience of the following:

- creating and interpreting graphic organizers;
- participating in board games;
- participating in cloze activities.

Strategies

- Use brainstorming activities to draw out students' existing knowledge of the countries Canada trades with and the products imported and exported. Activating prior knowledge through brainstorming provides opportunities for all students to contribute. While the background knowledge of individual students may be limited, the collective knowledge of the group can help fill gaps and establish the appropriate knowledge base for each student.

- Use the information from brainstorming to begin a KWL chart recording what students already know, what they want to know, and, as the unit progresses, what they have learned. Add to the chart as the unit unfolds.
- In preparation for the unit's culminating task, provide students with opportunities to share favourite games and to discuss game strategies, rules, and instructions.

Teaching Strategies

- This unit requires an understanding and use of subject-specific vocabulary. Use a variety of activities and visual aids to help students build their vocabulary (e.g., work with students to create picture dictionaries, word walls, and glossaries).
- Use, and teach students to use, maps, charts, and graphic organizers to present and record information.
- Provide a range of resource materials at a variety of reading levels (e.g., picture books, audiovisual materials, computer software, print resources) and model for students how to use them effectively.
- Present and discuss the specific instructions for the culminating task.

Assessment and Evaluation Strategies

- Present and explain the rubric and the evaluation criteria.
- Observe students' participation in unit activities.
- Assess the completeness and presentation of the game board (e.g., accuracy, colour, organization, neatness).
- Use a matching activity (e.g., matching product name with illustration) to assess Stage 1 students' vocabulary knowledge.
- Use a cloze activity to assess Stage 2 students' vocabulary knowledge.
- Create and use a checklist for peer and self-evaluation of the game board. Criteria could include the following: clarity of rules and instructions; appearance of the game board; entertainment/fun value; teaching/learning effectiveness.

Grade 7, History

British North America

This unit adaptation is based on the Grade 7 “British North America” unit, one of the sample integrated units developed through the Catholic Curriculum Co-operative using the Ministry of Education’s *Curriculum Unit Planner*. It addresses expectations for Grade 7 from the curriculum policy document for history.

ESL and ELD Descriptors

Modifications of the history expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the corresponding ESL and ELD descriptors outlined in the Grade 7 and 8 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students’ proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

Although this unit adaptation focuses on students who are at Stages 1 and 2, students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

Students with limited literacy skills can be identified using the descriptors in the Grade 7 and 8 ELD tables in Part 2. Stage 1 ELD students may find this unit difficult but should be encouraged to participate in the oral components of the unit and to present their data and results pictorially and orally. Additional adaptations will depend on individual needs. Stage 2 and 3 ELD students will also need close support and assistance.

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
History		
Students will:		
<ul style="list-style-type: none"> – demonstrate an understanding of the reasons for the early settlement of English Canada – describe the different groups of people (e.g., Black Loyalists, slaves, indentured servants, Aboriginal Loyalists, Maritime Loyalists) who took part in the Loyalists’ migration and identify their areas of settlement – demonstrate an understanding of life in English Canada (e.g., early pioneer experiences, family life, economic and social life, growth and development of early institutions, transportation, and emergence of towns) – identify the achievements and contributions of Sir John Graves Simcoe – describe the major causes and personalities of the War of 1812 – describe the impact of the War of 1812 on the development of Canada (e.g., the building of fortifications, the Rideau Canal, and Kingston Road; movement of the capital to Bytown [Ottawa]) – explain Canada’s involvement in the “underground railway” – use appropriate vocabulary to describe their inquiries and observations – formulate questions to facilitate research in specific areas 	<ul style="list-style-type: none"> – demonstrate a basic understanding of the reasons for the early settlement of English Canada, using drama or posters – identify one or two different groups of people who took part in the Loyalists’ migration and locate their areas of settlement on a map – demonstrate an understanding of life in English Canada by creating a mural depicting various aspects of English-Canadian life from this time period – illustrate some of the achievements of Sir John Graves Simcoe (e.g., through drama or pictures) – label a series of pictures depicting causes of the War of 1812, arrange them as a timeline, and identify some of the major personalities of the war – accurately copy blackboard notes on the effects of the War of 1812 on the development of Canada, underline key words, and respond to simple questions – describe what the “underground railway” was, using words or pictures – make a bilingual picture dictionary of unit vocabulary – working with a partner, formulate one or two research questions (possibly in the first language) 	<ul style="list-style-type: none"> – demonstrate an understanding of the reasons for the early settlement of English Canada, using drama or posters – identify the different groups of people who took part in the Loyalists’ migration and locate their areas of settlement on a map – demonstrate an understanding of life in English Canada by creating a pantomime (with a partner), featuring various aspects of life in English Canada, to present to the class – create a list of the achievements of Sir John Graves Simcoe – create a timeline depicting the major causes of the War of 1812, and identify the major personalities of the war – list the effects of the War of 1812 on the development of Canada and describe one effect in detail, orally or through drawings and pictures – explain what the “underground railway” was, using phrases and pictures – use the vocabulary from the bilingual dictionary to describe some of their observations – with assistance, formulate basic research questions about aspects of life in British North America

Expectations and Modifications for ESL and ELD Students *(continued)*

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
<i>History</i>		
Students will:		
– locate relevant information about how early settlers met the challenges of the new land, using a variety of sources	– working with a partner or in a group, list the challenges early settlers faced in the new land	– working with a partner or in a group, list the challenges early settlers faced in the new land and use two sources to research how the settlers met one of these challenges
– analyse, synthesize, and evaluate historical information	– demonstrate some understanding of information from maps, graphs, or charts	– demonstrate some understanding of information from maps, graphs, or charts, and represent historical information using visual organizers
– analyse and describe conflicting points of view about a series of historical events	– use a visual organizer to represent one point of view about a historical event	– use a visual organizer to represent conflicting points of view about a historical event
– construct and interpret a wide variety of graphs, charts, diagrams, maps, and models to organize and interpret information	– construct a basic organizer, with assistance	– organize information in one or two different ways (e.g., graph, chart, map)
– communicate the results of inquiries for specific purposes and audiences using a variety of means	– use pictures and drama to communicate the results of inquiries	– use a tableau or videotape to communicate the results of inquiries for specific purposes and audiences
– trace the historical development of their own community	– work with other students to investigate the historical development of their own community	– research one aspect of the historical development of their own community

Culminating Task

Students work in heterogeneous groups to create and present a series of tableaux with a narrated script illustrating a series of events either about life in British North America or about the history of their local community. Students can videotape their tableaux before presenting them to the class, or videotape them while they are being presented.

Assessment Rubric for ESL and ELD Stage 1 Grade 7, History – *British North America*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Understanding of Concepts	– demonstrates minimal understanding of the main events of settlement in a given community, even with teacher support	– demonstrates limited understanding of the main events of settlement in a given community, even with teacher support	– demonstrates some understanding of the main events of settlement in a given community, with teacher support	– demonstrates some understanding of the main events of settlement in a given community
Inquiry/ Research Skills and Map and Globe Skills	– seldom applies the learned skills and strategies – even with support, rarely answers relevant questions	– applies a few of the learned skills and strategies – with support, answers a few relevant questions	– applies several of the learned skills and strategies – with support, answers some relevant questions	– applies many of the learned skills and strategies – with support, answers most relevant questions
Communication of Required Knowledge	– communicates using a few learned phrases and repeating some specific vocabulary, with support	– communicates using a few learned sentence structures and specific vocabulary, with support	– communicates using some learned sentence structures and specific vocabulary, with support	– communicates using learned sentence structures and specific vocabulary
Application of Concepts and Skills	– shows little understanding of a few connections between own community and communities under study, even with extensive support	– shows some understanding of some connections between own community and communities under study, with support	– shows some understanding of many connections between own community and communities under study	– shows good understanding of most connections between own community and communities under study

Assessment Rubric for ESL and ELD Stage 2 Grade 7, History – *British North America*

Category	Level 1	Level 2	Level 3	Level 4
	The student:			
Understanding of Concepts	<ul style="list-style-type: none"> – shows minimal understanding of the main events of settlement in a given community – with teacher support, sometimes gives explanations using short phrases 	<ul style="list-style-type: none"> – shows limited understanding of the main events of settlement in a given community – sometimes gives single-sentence explanations, with teacher support 	<ul style="list-style-type: none"> – shows understanding of many of the main events of settlement in a given community – usually gives single-sentence explanations 	<ul style="list-style-type: none"> – shows understanding of most of the main events of settlement in a given community – consistently gives single-sentence explanations
Inquiry/Research Skills and Map and Globe Skills	<ul style="list-style-type: none"> – applies one or two of the required skills and strategies, with substantial assistance 	<ul style="list-style-type: none"> – applies a few of the required skills and strategies, with specific guidance 	<ul style="list-style-type: none"> – applies some of the required skills and strategies, with assistance 	<ul style="list-style-type: none"> – applies many of the required skills and strategies, with some assistance
Communication of Required Knowledge	<ul style="list-style-type: none"> – uses a few learned vocabulary words, sentence structures, and symbols, by copying and repeating 	<ul style="list-style-type: none"> – uses some learned vocabulary, sentence structures, and symbols, with assistance 	<ul style="list-style-type: none"> – uses learned terminology, vocabulary, sentence structures, and symbols some of the time 	<ul style="list-style-type: none"> – consistently uses learned terminology, vocabulary, sentence structures, and symbols
Application of Concepts and Skills	<ul style="list-style-type: none"> – shows minimal understanding of connections between own community and communities under study, even with support 	<ul style="list-style-type: none"> – shows some understanding of connections between own community and communities under study, with support 	<ul style="list-style-type: none"> – shows clear understanding of connections between own community and communities under study 	<ul style="list-style-type: none"> – shows good understanding of connections between own community and communities under study

Prior Knowledge and Skills

Students require some prior knowledge or experience of the following:

- making and reading maps;
- formulating questions;
- making notes or completing a structured template from blackboard notes or from a video;
- making and reading charts, diagrams, graphs, and visual organizers;
- participating in dramatic role plays, improvisations, and tableaux;
- using a video camera;
- creating and presenting a tableau;
- making posters and collages;
- conducting basic research.

Teaching Strategies

- Have students create a personal pictorial dictionary of vocabulary necessary to the unit.
- Work with students to create a visual timeline of the period, using a clothesline. Add pictures and events as the unit progresses.

- Have students participate in discussions of topics such as civil wars/civil unrest in the world today and the similarities and differences between immigrants and refugees.
- Have students view videos on the Loyalists and the “underground railway” and map the routes.
- Have students role play an escape via the “underground railway”.
- Have students create a model of a one-room schoolhouse, a typical log cabin, or a bateau.
- Have students research and demonstrate a craft, sport, or game from pioneer times.
- Have students do research on one personality from the period under study, using a template, and design a monument suited to the personality.
- Have students participate in brainstorming questions about the local community (for the Local Community History component).
- Have students create a scrapbook highlighting local community and school issues.
- Introduce the culminating task by discussing with students the elements of the task and the expectations for the unit. If possible, involve students in developing some of the assessment tools that will be used. Show videos of previous presentations (if available) to the class.

Extension Activities

- Arrange a class field trip to a historical site or fort near your community.
- Arrange a class field trip to a local pioneer village or museum.
- If there is a pioneer schoolhouse in the area, arrange for a class visit to it.
- Read a related historical novel to the class.
- Invite an immigrant or refugee to speak to the class about coming to and settling in Canada.

Assessment and Evaluation Strategies

Diagnostic Strategies

- Have students complete a short quiz on aspects of Canadian history before the time period covered in this unit.
- Have students view a video introducing some aspects of settlement in Canada.
- Have students complete a KWL chart on settlement in Canada.

Formative Strategies

- Assess activities throughout the unit, using checklists to record student involvement, oral communication/interaction, and group dynamics.
- Use a cloze activity to assess students’ understanding of the unit’s specialized vocabulary.
- Assess students’ journal entries on topics in the unit.

Summative Strategies

- Have students do peer evaluations and self-evaluations for various activities and for the culminating task.
- Help the class create rubrics to assess dramatic presentations, creative projects, and research.
- For the culminating task, use a class-created rubric to evaluate the tableaux and the accompanying narration.

Grade 7, Geography

Natural Resources

This unit adaptation is based on the Grade 7 “Natural Resources” unit, one of the sample integrated units developed through the Catholic Curriculum Co-operative using the Ministry of Education’s *Curriculum Unit Planner*. It addresses expectations for Grade 7 from the curriculum policy document for geography.

Note: It is important to remember that the older the student, the wider the possible gap between the language demands of the curriculum and the language ability of the student learning Canadian English.

ESL and ELD Descriptors

Modifications of the geography expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grade 7 and 8 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students’ proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

Although this unit adaptation focuses on students who are at Stages 1 and 2, students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

Students with limited literacy skills can be identified using the descriptors in the Grade 7 and 8 ELD tables in Part 2. Stage 1 ELD students may find this unit difficult but should be encouraged to participate in the oral components of the unit and to present their data and results pictorially and orally. Additional adaptations will depend on individual needs. Stage 2 and 3 ELD students will also need close support and assistance.

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Geography		
Students will:		
<ul style="list-style-type: none"> – demonstrate an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs 	<ul style="list-style-type: none"> – use pictures to demonstrate a basic understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs 	<ul style="list-style-type: none"> – demonstrate (e.g., using pictures and charts) an understanding that people use renewable, non-renewable, and flow resources in a variety of ways to meet their needs
<ul style="list-style-type: none"> – demonstrate an understanding of how technology has affected natural resources 	<ul style="list-style-type: none"> – use pictures and posters to demonstrate a basic understanding of how technology has affected natural resources 	<ul style="list-style-type: none"> – demonstrate a basic understanding of how technology has affected natural resources
<ul style="list-style-type: none"> – describe the influence of natural resources on any country 	<ul style="list-style-type: none"> – list the natural resources of their homeland 	<ul style="list-style-type: none"> – list the natural resources of their homeland and explain (orally or using pictures) their influence on the country
<ul style="list-style-type: none"> – use appropriate vocabulary, including correct geographic terminology 	<ul style="list-style-type: none"> – create and use a pictorial and bilingual dictionary of key unit vocabulary 	<ul style="list-style-type: none"> – create and use a bilingual dictionary of unit vocabulary
<ul style="list-style-type: none"> – locate and record relevant information from a variety of primary sources 	<ul style="list-style-type: none"> – use relevant information provided by the teacher to complete a graphic organizer 	<ul style="list-style-type: none"> – locate relevant information from one primary source and record it using a chart or graphic organizer, with assistance
<ul style="list-style-type: none"> – construct a wide variety of graphs, charts, diagrams, maps, and models to organize information 	<ul style="list-style-type: none"> – construct a basic organizer, with assistance 	<ul style="list-style-type: none"> – organize information in one or two different ways (e.g., in graphs, charts, diagrams, maps, or models)
<ul style="list-style-type: none"> – communicate the results of inquiries for specific purposes and audiences, using media works, oral presentations, written reports, drawings, tables, charts, and graphs 	<ul style="list-style-type: none"> – communicate the results of inquiries through pictures and drama 	<ul style="list-style-type: none"> – communicate the results of inquiries in oral presentations and simple written reports
<ul style="list-style-type: none"> – map locations of Canada’s natural resources 	<ul style="list-style-type: none"> – using a list provided by the teacher, map the locations of Canada’s natural resources 	<ul style="list-style-type: none"> – no modification
<ul style="list-style-type: none"> – identify patterns of natural resources, using thematic maps 	<ul style="list-style-type: none"> – copy maps that identify patterns of natural resources 	<ul style="list-style-type: none"> – no modification
<ul style="list-style-type: none"> – produce a report on the factors that affect the availability of natural resources in the future 	<ul style="list-style-type: none"> – select from a list and illustrate some of the factors that affect the availability of natural resources in the future 	<ul style="list-style-type: none"> – produce a report on the factors that affect the availability of natural resources in the future, using charts, diagrams, and/or oral presentation
<ul style="list-style-type: none"> – present and defend a point of view on how a resource should be used 	<ul style="list-style-type: none"> – use pictures to present basic information on a resource 	<ul style="list-style-type: none"> – with peer support and collaboration, present and defend a point of view on how a resource should be used

Culminating Task

Students work either independently or with peers, if possible from the same country of origin, to select and examine an environmental issue from their country of origin or a local environmental issue. Differing positions on the issue must be cited along with possible ways to reconcile them. Students present their findings orally and using charts, graphs, maps, posters, and other visual representations. Stage 3 students should be able to create a written report using the information from their oral presentation.

Assessment Rubric for ESL and ELD Stages 1 and 2 Grade 7, Geography – *Natural Resources*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Understanding of Concepts	– demonstrates minimal understanding of the main ecological issues in a given country, with support	– demonstrates a limited understanding of the main ecological issues in a given country, with support	– demonstrates some understanding of the main ecological issues in a given country, with support	– demonstrates some understanding of the main ecological issues in a given country
Inquiry/Research Skills and Map and Globe Skills	– occasionally applies a few of the learned skills and strategies, with support – occasionally answers questions	– applies a few of the learned skills and strategies, with support – sometimes answers relevant questions, with support	– applies some of the learned skills and strategies, with support – sometimes answers relevant questions	– applies many of the learned skills and strategies – frequently answers relevant questions
Communication of Required Knowledge	– communicates using a few learned phrases and some specific vocabulary, with support	– communicates using a few learned sentence structures and specific vocabulary, with support	– communicates using learned sentence structures and specific vocabulary, with support	– communicates using learned sentence structures and specific vocabulary, with minimal support
Application of Concepts and Skills	– shows minimal awareness/understanding of connections among the different world areas studied, even with extensive support	– shows some awareness/understanding of a few connections among the different world areas studied, with support	– shows awareness/understanding of a number of connections among the different world areas studied, with support	– shows awareness/understanding of many connections among the different world areas studied, with minimal support

Prior Knowledge and Skills

Students require some prior knowledge or experience of the following:

- making and reading maps, charts, and organizers;
- making notes;
- creating a collage and making posters and models;
- writing letters, slogans, and petitions;
- participating in dramatic role plays, improvisations, and tableaux;
- formulating questions;
- conducting basic research;
- participating in groups and discussions.

Teaching Strategies

- Have students create a personal bilingual dictionary of unit vocabulary.
- Have students discuss matters of ecological concern in Canada and in the students' countries of origin.
- Have students create a mural of these ecological concerns.

- Have students create a chart (e.g., a Venn diagram) highlighting similarities and differences between threats to their homeland's natural resources and threats to natural resources in the local area.
- Arrange for bilingual peers as volunteers to help students complete assignments.
- Use materials or resources in the relevant first languages, when available.
- Provide linguistically/academically simplified resources on unit topics.
- Have students interview family and friends (in the first language) about issues related to natural resources; students may tape and then translate the interview(s).
- Teach students how to use the Internet to research topics.
- Have students create a poster, collage, or videotape highlighting the key elements of an environmental issue.
- Introduce the culminating task by discussing with students the elements of the task and the expectations for the unit. If possible, involve students in developing some of the assessment tools that will be used. Show videos and examples of previous presentations (if available) to the class.

Extension Activities

- Have students discuss local environmental issues. Encourage students to become involved through writing to newspapers and politicians to express their opinions and concerns, attending meetings, and creating posters.
- Have students research an environmental disaster, either in Canada or in another country, to determine the causes of the disaster, the actions taken in response to it, its short-term and long-term effects, and possible measures that might be taken to prevent similar disasters in future.
- Invite experts on local environmental issues to speak to the class.
- Have students debate different positions on an environmental issue and suggest possible solutions.
- Have students review, research, and discuss the point of view of a movie or a news report about a real environmental issue.
- Invite an environmental expert to speak to the class about the effects of water pollution on marine life, the effects of global warming, or some other topic relevant to the unit.
- Arrange a class field trip to a water-purification plant.

Assessment and Evaluation Strategies

Diagnostic Strategies

- Have students list natural resources, choose one resource, and explain what they know about its use and conservation.

Formative Strategies

- Use a cloze paragraph to assess students' understanding of the unit's specialized vocabulary.
- Use checklists related to student involvement in unit activities, verbal interaction, and group dynamics to assess students' progress.
- Assess students' journal entries on topics in the unit.

Summative Strategies

- Use observation and checklists to assess the quality of student involvement and assignments.
- Have students do peer evaluations and self-evaluations for various activities and for the culminating task.
- Help the class create rubrics and other assessment tools to evaluate dramatic presentations, creative projects, research, and activities related to environmental issues.
- For the culminating task, use a class-created rubric to evaluate the presentations and accompanying written submissions.

Grade 8, Science and Technology

Energy and Control: Optics

This unit adaptation is based on the Grade 8 “Optics” unit, one of the sample integrated units developed through the Catholic Curriculum Co-operative using the Ministry of Education’s *Curriculum Unit Planner*. It addresses expectations for Grade 8 from the curriculum policy document for science and technology.

ESL and ELD Descriptors

Modifications of the science and technology expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grade 7 and 8 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students’ proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

This unit adaptation focuses on students who are at Stages 1 and 2. Students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

Students with limited literacy skills can be identified using the descriptors in the Grade 7 and 8 ELD tables in Part 2. Stage 1 ELD students may find this unit difficult, but should be encouraged to participate in the oral components of the unit and to present their data and results pictorially and orally. Additional adaptations will depend on the individual student’s level of literacy. Stage 2 and 3 ELD students will also need close support and assistance.

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Science and Technology		
Students will:		
<ul style="list-style-type: none"> – identify the properties of visible light through experimentation 	<ul style="list-style-type: none"> – check off “Yes” or “No” beside a list of properties of visible light identified through experimentation 	<ul style="list-style-type: none"> – complete a chart recording properties of visible light identified through experimentation
<ul style="list-style-type: none"> – compare the properties of visible light with the properties of other types of electromagnetic radiation 	<ul style="list-style-type: none"> – use visuals (e.g., a chart) to identify similarities only between the properties of visible light and two other types of electromagnetic radiation 	<ul style="list-style-type: none"> – identify similarities only between the properties of visible light and two other types of electromagnetic radiation
<ul style="list-style-type: none"> – identify colours as different wavelengths of light and explain why objects appear to have colour 	<ul style="list-style-type: none"> – identify colours as different wavelengths of light 	<ul style="list-style-type: none"> – identify colours as different wavelengths of light and explain in simple language why objects appear to have colour (e.g., complete and use a “colour filter” chart)
<ul style="list-style-type: none"> – describe qualitatively how visible light is refracted 	<ul style="list-style-type: none"> – observe an experiment showing the refraction of light and copy and label a diagram 	<ul style="list-style-type: none"> – describe in simple words and phrases how visible light is refracted
<ul style="list-style-type: none"> – investigate how objects or media refract, transmit, or absorb light 	<ul style="list-style-type: none"> – observe experiments showing the refraction, transmission, or absorption of light and draw and label a diagram 	<ul style="list-style-type: none"> – investigate some ways in which objects or media refract, transmit, or absorb light
<ul style="list-style-type: none"> – identify ways in which the characteristics of mirrors and convex and concave lenses determine their use in optical instruments 	<ul style="list-style-type: none"> – label diagrams of convex and concave lenses 	<ul style="list-style-type: none"> – identify the characteristics of mirrors and convex and concave lenses
<ul style="list-style-type: none"> – investigate and describe the laws of reflection of visible light 	<ul style="list-style-type: none"> – copy the laws of reflection of visible light 	<ul style="list-style-type: none"> – describe some of the laws of reflection of visible light
<ul style="list-style-type: none"> – explain colour vision using the additive theory 	<ul style="list-style-type: none"> – omit 	<ul style="list-style-type: none"> – demonstrate understanding of the terminology of colour vision
<ul style="list-style-type: none"> – describe the effect of colour filters on white light using the subtractive theory 	<ul style="list-style-type: none"> – omit 	<ul style="list-style-type: none"> – describe the effect of colour filters on white light
<ul style="list-style-type: none"> – formulate questions about and identify needs and problems related to the properties and behaviour of light and explore possible answers and solutions 	<ul style="list-style-type: none"> – ask two concrete questions about the properties and behaviour of light 	<ul style="list-style-type: none"> – ask simple questions about the properties and behaviour of light and, with a partner, explore possible answers
<ul style="list-style-type: none"> – plan investigations for some of these answers and solutions, identifying variables that need to be held constant to ensure a fair test and identifying criteria for assessing solutions 	<ul style="list-style-type: none"> – observe investigations through teacher modelling and participate by collaborating with peers and creating sequential diagrams 	<ul style="list-style-type: none"> – plan an investigation for one set of answers and solutions and collaborate with peers to create sequential diagrams

Expectations and Modifications for ESL and ELD Students *(continued)*

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
Science and Technology		
Students will:		
<ul style="list-style-type: none"> – use appropriate vocabulary, including correct science and technology terminology, to communicate ideas, procedures, and results 	<ul style="list-style-type: none"> – demonstrate understanding of key vocabulary and simple sentence structures related to the unit and use them to record data and results (e.g., copy and label charts, graphs, and diagrams) 	<ul style="list-style-type: none"> – use key vocabulary and simple sentence structures related to the unit to communicate ideas, procedures, and results
<ul style="list-style-type: none"> – compare the automatic functions of the human eye to functions in an automatic camera 	<ul style="list-style-type: none"> – compare the similarities between the automatic functions of the human eye and functions in an automatic camera, using diagrams 	<ul style="list-style-type: none"> – compare the similarities between the automatic functions of the human eye and functions in an automatic camera by creating and explaining a labelled diagram, with a partner
<ul style="list-style-type: none"> – identify ways in which the properties of reflection are used in everyday situations 	<ul style="list-style-type: none"> – identify one way in which the properties of reflection are used in everyday life 	<ul style="list-style-type: none"> – make a labelled diagram to identify three ways in which the properties of reflection are used in everyday life
<ul style="list-style-type: none"> – explain the function and purpose of combinations of multiple lenses or lenses and mirrors in optical systems 	<ul style="list-style-type: none"> – use diagrams and/or first language to describe the purpose of lenses in one optical system 	<ul style="list-style-type: none"> – use phrases and simple sentences and a diagram to describe the purpose of lenses in one optical system

Culminating Task

Students work in groups and use the lenses and tubes provided to build a telescope. Students then explain how they built the telescope, using proper scientific vocabulary. The teacher then assigns an observation task to each group. Sample observation tasks might be:

1. Obtain a map of the stars currently visible in the night sky in your locality (a sky chart).
Arrange to use the telescope at night, make a detailed diagram of what you observe, and label the constellations.

or

2. Use the telescope to observe the activities of birds in the trees in your neighbourhood.

Each group compares and contrasts its findings with those of another group working on the same task and prepares to communicate its construction methods and its findings to the class. Teachers should ensure that students' roles in the group are suited to their level of English proficiency.

Assessment Rubric for ESL and ELD Stage 1 Grade 8, Science and Technology – *Energy and Control: Optics*

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Understanding of Basic Concepts	<ul style="list-style-type: none"> – demonstrates minimal understanding of the properties of visible light – with support, demonstrates minimal understanding of the role of convex and concave lenses in the operation of the camera 	<ul style="list-style-type: none"> – demonstrates some understanding of some of the properties of visible light – with support, demonstrates some understanding of the role of convex and concave lenses in the operation of the camera 	<ul style="list-style-type: none"> – demonstrates understanding of some of the properties of visible light – demonstrates some understanding of the role of convex and concave lenses in the operation of the camera 	<ul style="list-style-type: none"> – demonstrates understanding of most of the properties of visible light – demonstrates understanding of the role of convex and concave lenses in the operation of the camera
Inquiry and Design Skills	<ul style="list-style-type: none"> – with substantial guidance, participates in some of the investigations concerning the properties of light 	<ul style="list-style-type: none"> – with some guidance, participates in most of the investigations concerning the properties of light 	<ul style="list-style-type: none"> – with some guidance, participates in all investigations concerning the properties of light 	<ul style="list-style-type: none"> – with minimal guidance, participates in all investigations concerning the properties of light
Communication of Required Knowledge	<ul style="list-style-type: none"> – demonstrates limited knowledge of a small amount of unit vocabulary 	<ul style="list-style-type: none"> – demonstrates limited knowledge of some unit vocabulary 	<ul style="list-style-type: none"> – demonstrates some knowledge of some unit vocabulary 	<ul style="list-style-type: none"> – demonstrates some knowledge of most unit vocabulary
Relating of Science and Technology to Each Other and to the World Outside the School	<ul style="list-style-type: none"> – with substantial assistance, pictorially represents one similarity between the automatic functions of the human eye and functions in an automatic camera – demonstrates minimal understanding of the function and purpose of lenses in one optical system 	<ul style="list-style-type: none"> – with some assistance, pictorially represents one similarity between the automatic functions of the human eye and functions in an automatic camera – demonstrates limited understanding of the function and purpose of lenses in one optical system 	<ul style="list-style-type: none"> – with some assistance, pictorially represents two similarities between the automatic functions of the human eye and functions in an automatic camera – demonstrates some understanding of the function and purpose of lenses in one optical system 	<ul style="list-style-type: none"> – with minimal assistance, pictorially represents three similarities between the automatic functions of the human eye and functions in an automatic camera – demonstrates thorough understanding of the function and purpose of lenses in one optical system

Assessment Rubric for ESL and ELD Stage 2

Grade 8, Science and Technology – *Energy and Control: Optics*

Category	Level 1	Level 2	Level 3	Level 4
	The student:			
Understanding of Basic Concepts	<ul style="list-style-type: none"> – with substantial assistance, identifies the properties of visible light – with substantial assistance, examines a few ways in which mirrors and convex and concave lenses are used in optical instruments 	<ul style="list-style-type: none"> – with some assistance, identifies the properties of visible light – with some assistance, examines a few ways in which mirrors and convex and concave lenses are used in optical instruments 	<ul style="list-style-type: none"> – independently identifies some of the properties of visible light – independently examines some of the ways in which mirrors and convex and concave lenses are used in optical instruments 	<ul style="list-style-type: none"> – independently identifies the properties of visible light – independently examines the ways in which mirrors and convex and concave lenses are used in optical instruments
Inquiry and Design Skills	<ul style="list-style-type: none"> – with substantial support, participates in some of the unit investigations 	<ul style="list-style-type: none"> – with support, participates in most of the unit investigations 	<ul style="list-style-type: none"> – participates in all of the unit investigations 	<ul style="list-style-type: none"> – plays an active role in the unit investigations
Communication of Required Knowledge	<ul style="list-style-type: none"> – demonstrates limited understanding of and ability to use some unit vocabulary 	<ul style="list-style-type: none"> – demonstrates some understanding of and ability to use some unit vocabulary 	<ul style="list-style-type: none"> – demonstrates understanding of and ability to use some unit vocabulary 	<ul style="list-style-type: none"> – demonstrates understanding of and ability to use most unit vocabulary
Relating Science and Technology to Each Other and to the World Outside the School	<ul style="list-style-type: none"> – with substantial assistance, identifies two similarities between the automatic functions of the human eye and functions in an automatic camera – with substantial assistance describes the function and purpose of lenses in one optical system 	<ul style="list-style-type: none"> – with some assistance, identifies two similarities between the automatic functions of the human eye and functions in an automatic camera – with some assistance, describes the function and purpose of lenses in one optical system 	<ul style="list-style-type: none"> – with minimal assistance identifies two or more similarities between the automatic functions of the human eye and functions in an automatic camera – with minimal assistance, describes the function and purpose of lenses in one optical system 	<ul style="list-style-type: none"> – independently identifies a minimum of three similarities between the automatic functions of the human eye and functions in an automatic camera – independently describes the function and purpose of lenses in one optical system

Prior Knowledge and Skills

Students should have some prior knowledge or experience of the following:

- reading charts of the night sky and identifying constellations;
- using some key vocabulary for the unit;
- creating and interpreting graphic organizers;
- using computers and the Internet.

Strategies

The following strategies may be used to determine students' prior knowledge and to focus the unit's investigations:

- Give students a diagram of an eye, a diagram of a camera, or a refraction diagram and ask them either to label the parts or to explain the function of various parts. Students may do this task in their first language, if necessary. English-proficient students with the same first language should be asked to translate.
- Use a KWL chart based on the unit to identify significant gaps in students' knowledge.

Teaching Strategies

- Create a glossary of vocabulary specifically related to the unit for all students (this initial list may need to be expanded for ESL/ELD students).
- Use word walls, student-created bilingual or picture dictionaries, cloze reading tasks, frequent repetition, and reinforcement to teach vocabulary.
- Use guided reading to help students obtain information from resources, emphasizing the use of diagrams, charts, and pictures that support the text.
- Model any experiments and then post diagrams showing the sequence of steps.
- Provide samples of charts and graphs to record data and results.
- Have ESL/ELD students work in heterogeneous groups of two or three students, partnering them with linguistically proficient students or bilingual students with the same first language.
- Introduce students to appropriate night-sky software and various Internet sites.
- For the culminating task, provide a step-by-step description of the task, with a checklist, a description of the individual roles involved, an explanation of the assessment tools for each component, and samples from previous student work.
- Provide explanations and ongoing support throughout the unit.

Extension Activities

- Have students locate relevant Internet sites, report on them to the class, and create a list of all the sites.
- Have an optometrist visit the class to speak about the construction and function of eyeglasses.
- Arrange a class visit to an observatory or a planetarium.
- If your board has access to a “star dome”, bring it to class for student use.

Assessment and Evaluation Strategies

Formative Strategies

- Use a cloze activity to assess students’ understanding of the new specialized vocabulary.
- Observe students as they perform an experiment and ask them to demonstrate the proper use of the relevant materials.
- Ask students to report orally on any activity they are doing in the unit.
- Assess students’ notes and checklists from their investigations into colour and the properties and behaviour of light.
- Observe student interaction and involvement.
- Have students complete peer- and self-assessment checklists on their participation in unit activities.

Summative Strategies

- Evaluate students’ charts, graphs, and labelled diagrams produced during unit activities.
- Use “Yes”/“No” checklists to assess students’ acquisition of basic information.
- Assess students’ written or oral responses to open-ended questions.
- For the culminating task, base assessment on the oral presentation, the contributions of each group member, the diagrams and explanation used to describe telescope construction, observations, and student peer evaluations and self-evaluations.

Grade 8, Language

Writing

This unit adaptation is based on *The Ontario Curriculum – Exemplars, Grades 1–8: Writing, 1999*, pages 131–47. It addresses expectations for Grade 8 from the curriculum policy document for language.

This example shows how a familiar assessment tool can be adapted to meet the needs of ESL/ELD students.

ESL and ELD Descriptors

Modifications of the language expectations should be based on the language proficiency of ESL and ELD students as indicated by the stages of proficiency and the ESL and ELD descriptors outlined in the Grade 7 and 8 tables in Part 2 of this guide. Teachers should use these descriptors to align teaching and learning strategies with students' proficiency in Canadian English. The descriptors should also be used to help determine learning expectations and assessment and evaluation strategies that are appropriate for the ESL or ELD student at each stage.

This unit adaptation focuses on students who are at Stages 1 and 2. Students at Stages 3 and 4 will also require some adaptations or accommodations to help them learn effectively. The “Teaching Strategies” section addresses some of these adaptations.

ELD Considerations

Students with limited literacy skills can be identified using the descriptors in the Grade 7 and 8 ELD tables in Part 2. Stage 1 ELD students may find aspects of this unit beyond their literacy capabilities, but should be encouraged to participate in the oral components of the unit and to present their ideas pictorially and verbally. Stage 2 and 3 ELD students will be able to participate with appropriate accommodations based on the ELD stages of proficiency. Generally, ELD students will need to receive consistent and strong support from the classroom teacher, the ESL/ELD teacher, and peers.

Expectations and Modifications for ESL and ELD Students

Expectations	Modified Expectations for Stage 1 Students	Modified Expectations for Stage 2 Students
<i>Language – Writing</i>		
Students will:		
<ul style="list-style-type: none"> – communicate ideas and information for a variety of purposes and to specific audiences, using forms appropriate for their purpose and features appropriate to the form – use writing for various purposes and in a range of contexts – organize information and ideas creatively as well as logically, using paragraph structures appropriate for their purpose – use a wide variety of sentence types and sentence structures, with conscious attention to style – revise and edit their work, independently or using feedback from others – proofread and correct their final drafts, focusing on grammar, spelling, punctuation, and conventions of style – use and spell correctly the vocabulary appropriate for this grade level 	<ul style="list-style-type: none"> – communicate a few ideas and limited information, for various purposes and to specific audiences, using some common writing conventions to write simple sentences – write short, coherent, patterned compositions – organize information and ideas using short, coherent, patterned sentences about topics of personal interest – use a few basic writing conventions and structures to write simple sentences – revise and edit their work, with teacher assistance – reread and make some corrections to their final drafts, with teacher assistance – spell personally relevant words correctly some of the time 	<ul style="list-style-type: none"> – communicate some ideas and information, for various purposes and to specific audiences, using forms appropriate to the purpose – use writing in a limited way for various purposes – organize information and ideas around a central idea, using simple sentences – use a limited variety of sentence types and sentence structures with some accuracy – revise and edit their work, with some teacher assistance and some peer assistance – proofread and correct their final drafts, with teacher assistance – spell frequently used words correctly some of the time

Culminating Task

Students write a letter to the editor giving an opinion about a current issue. They are reminded to support their points of view with relevant facts and to express their ideas as clearly and persuasively as possible. They are instructed to use the stages in the writing process, including checking their work for errors in spelling, grammar, and punctuation.

Assessment Rubric for ESL and ELD Stage 1 Grade 8, Language – Writing

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Reasoning	<ul style="list-style-type: none"> – shows minimal understanding of the issue – expresses opinion orally, writes in the first language, and dictates response to a scribe (ELD) 	<ul style="list-style-type: none"> – shows some understanding of the issue – selects a supporting argument from a written, brainstormed list and attempts a solution that has little clarity 	<ul style="list-style-type: none"> – shows understanding of and personal concern about the issue – provides one argument that somewhat supports opinion and selects a solution from a brainstormed list 	<ul style="list-style-type: none"> – shows thorough understanding of the issue and relates it to personal experience – provides more than one argument that clearly supports opinion and offers an independently developed solution
Communication	<ul style="list-style-type: none"> – orally repeats teacher modelling when giving an opinion – orally uses short sentences 	<ul style="list-style-type: none"> – provides a rehearsed reason – with support, makes limited use of short sentences 	<ul style="list-style-type: none"> – states opinion and gives one supporting reason – uses short sentences 	<ul style="list-style-type: none"> – states opinion and provides more than one supporting reason – uses simple sentences
Organization of Ideas	<ul style="list-style-type: none"> – follows and completes some steps in the model, with assistance 	<ul style="list-style-type: none"> – follows steps in the model with some accuracy and completes it, with assistance 	<ul style="list-style-type: none"> – follows steps in the model correctly and completes it, with minimal assistance 	<ul style="list-style-type: none"> – correctly follows steps in the model and completes it independently
Application of Language Conventions (spelling, grammar, punctuation, and style)	<ul style="list-style-type: none"> – accurately copies writing that uses appropriate conventions 	<ul style="list-style-type: none"> – uses appropriate conventions, with limited accuracy 	<ul style="list-style-type: none"> – spells familiar words correctly and uses simple parts of speech accurately, with some assistance 	<ul style="list-style-type: none"> – uses simple verb tenses and parts of speech accurately

Assessment Rubric for ESL and ELD Stage 2 Grade 8, Language – Writing

Category	Level 1	Level 2	Level 3	Level 4
The student:				
Reasoning	– shows minimal understanding of the issue	– shows some understanding of the issue	– shows understanding of and personal concern about the issue	– shows thorough understanding of the issue and relates it to personal experience
	– states opinion and argument with minimal clarity and offers no solution	– states argument with some clarity, but offers no solution	– provides a developed argument to support point of view and selects a solution from a brainstormed list	– organizes information around the central issue and provides an independently developed argument and solution
Communication	– states facts only and offers no definite opinion	– states opinion with limited clarity or selects opinion from a brainstormed list	– states opinion clearly and with some persuasiveness	– states opinion persuasively and engagingly
	– repetitively expresses only one or two ideas	– expresses a limited range of ideas	– expresses a range of ideas	– expresses a range of ideas and develops them fully
	– uses incomplete sentences and/or only one or two types of sentence structure	– uses sentences that have limited clarity and focus	– uses clear, simple sentences	– uses clear, simple sentences that support the central point
Organization of Ideas	– shows minimal understanding of letter structure and paragraphing	– shows limited understanding of letter structure and paragraphing	– shows some understanding of letter structure and paragraphing	– shows thorough understanding of letter structure and paragraphing
Application of Language Conventions (spelling, grammar, punctuation, and style)	– requires substantial assistance in using language conventions	– uses familiar conventions and vocabulary with limited accuracy	– uses conventions and new vocabulary with limited accuracy	– uses a variety of conventions and a range of vocabulary with some accuracy
	– shows no sign of using editing to improve work	– uses editing to a limited degree to improve work	– uses editing to improve work	– uses editing accurately to improve work

Prior Knowledge and Skills

Students should have prior experience with the following:

- writing letters;
- stating and supporting their opinions;
- using a dictionary and thesaurus when writing;
- comparing their work to the criteria outlined in rubrics.

Teaching Strategies

- Have students perform the prewriting tasks listed in the writing exemplars booklet.
- Have the class discuss the concept of an opinion and the importance of providing a reason for their opinion.

- Starting with a topic of interest to the students (e.g., *Should students do homework?*), ask students to indicate their response by a show of hands. Graph or chart the class responses. Repeat this for several other simple topics.
- Have the class discuss a movie or a song. Students can express their “like” or “dislike” reactions by moving to predesignated corners of the room and providing a reason.
- Have students choose a topic and orally poll other students and staff members for their opinions and their reasons for holding the opinion (e.g., *Should wearing hats in school be permitted?*). (Students may ask questions in their first language.) Students graph the results of their surveys and collate the reasons for and against.
- Model letter writing for the students, and work with the class to describe a step-by-step model for letter writing. Post the description in the classroom for students’ reference.
- Have the class brainstorm a list of possible arguments and solutions related to an issue, and post the list.
- Using the information from one of the polls, model for students the process of writing a letter to the school newspaper or the school administration.

Suggested Adaptations to the Exemplar Writing Task

- Provide prompts to help Stage 1 students use the step-by-step letter-writing model.
- Assign partners to Stage 2 students or have them work in groups of three or four. Students incorporate data from the student polls in a letter persuasively expressing the group’s opinion to a peer or the president of the Students’ Council.
- Have Stage 3 students work independently to write a second letter (in addition to the group letter), using the stages of the writing process.

Extension Activity for the Unit

Debate: The class, with teacher assistance, selects a topic for debate. Each student provides at least one argument either for or against the point to be debated.

The complexity of each student’s argument should be consistent with his or her stage of language proficiency. Students should be given time to prepare their argument and opportunities to practise presenting it.

Assessment and Evaluation Strategies

- Discuss assessment criteria with the students before they begin the culminating task, and provide opportunities for them to practise peer evaluation and self-evaluation.
- Regularly record your observations of student participation, interaction, and use of skills.
- Allow students to communicate and share their opinions in a variety of ways.
- Use a rating scale with headings such as “Needs Improvement”, “Good”, and “Very Good”, and leave space for comments that could be used for constructive peer assessment and self-assessment.

Glossary

assessment. The ongoing process of gathering information from a variety of sources in order to provide students with descriptive feedback and improve the classroom program. Assessment that involves the gathering of data related to students' experiences as they work towards the curriculum expectations may be called *process* (formative) assessment. Assessment that involves the gathering of information related to the specific end result, or product, of a learning process is called *product* (summative) assessment. *Peer* assessment, which involves the giving and receiving of feedback among students, is also an important part of the learning process.

brainstorming. Group discussion for the purpose of stating all the ideas and possibilities that can be suggested about a particular topic or problem.

chunking information. Organizing material into groups of related items to make the information easier to understand.

cloze passages/activities/readings. Content-based text or teacher-written material that is presented to students with significant words omitted. Omitted words could be subject vocabulary or specific language features such as adjectives, adverbs, or tense markers. Students fill in the blanks to complete an informative passage and help the teacher see how well they understand it.

conferencing. Teacher discussion with an individual student to determine how well the student understands and is achieving the expectations. Conferencing allows ESL and ELD students to demonstrate their understanding orally, with guidance from the teacher, by explaining what they have learned and describing its applications.

culminating task. A multifaceted assessment task used to provide evidence of the extent to which a student has met the unit expectations.

environmental print. Printed material that is seen by students in the world around them. Examples include street signs, advertisements, labels on food and other items, and signs in the school and classroom.

exemplars. Examples of student work or performance that demonstrate different levels of achievement.

graphic organizers/key visuals. Teacher-developed materials that show visually how ideas are related. Venn diagrams, flow charts, story maps, and time lines are examples of organizers that are not dependent on language knowledge and that promote the development of thinking skills such as classification, relating cause and effect, comparing and contrasting, or following a sequence.

guided reading. Reading instruction in which the teacher provides the purpose for reading and the structure for responding to the material read.

guided writing. Writing instruction in which the teacher provides the purpose and structure for the writing.

KWL chart. A chart with three sections covering the following categories:

(K) Know: What do you know about X (e.g., weather)? How does (the weather) influence (what you wore today)? Is (the weather) the same all over the world? (Students born elsewhere may want to share their experiences.)

(W) Want to Know: What questions do you have about (the weather)? (Students regularly add to the list of questions.)

(L) What You Learned: (Students fill in the section as they learn the answers to some of their questions.)

learning log/response journal. A collection of observations, diagrams, definitions, lists, explanations, descriptions, predictions, findings, results, conclusions, and reflections in visual and written form.

readers' theatre. A strategy for teaching reading. Students develop scripts from familiar material, practise their parts, and then present their rehearsed scripts to others.

retell/relate/reflect. Forms of oral communication indicating different levels/types of communicative and thinking ability. Each step requires more proficiency than the previous one. For example, students **retell** a story using the original vocabulary, **relate** the original story in their own words, and **reflect** on the meaning of the original story and discuss this meaning and appropriate inferences and consequences. (From S. Schwartz and M. Bone, *Retelling, Relating, Reflecting: Beyond the 3 R's* [Toronto: Irwin, 1995].)

rubric. A scoring tool that lists criteria for evaluating a piece of work and defines gradations or levels of quality from poor to excellent. It is used to evaluate students' work or to guide students to desired performance levels.

scribing. Assistance in the writing process, in which another person (the teacher or a student) records what has been dictated by a student.

self-assessment. Students' own assessment of their personal progress in developing knowledge and skills or using processes related to the expectations in the curriculum. Self-assessment always involves having the students identify their strengths and weaknesses and set goals to address the weaknesses.

tableau. A drama technique for making presentations through a static, wordless representation of a specific scene, usually historical.

think/pair/share. A learning strategy in which a student thinks about an answer or idea, practises and works on it with a partner, and then shares the result with the whole group.

visual organizers See **graphic organizers.**

word wall. A large space in the classroom used to keep an ongoing record of words and phrases related to a specific unit of study.

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