

认识
温哥华中学的
英语学习 (ELL)
课程



ELL 课程和辅导

为什么我的孩子需要上ELL班？

- 英语阅读/写作能力明显低于同龄年级水平
- 英语口语可能明显低于符合年级水平要求的同学
- 请参看下页教育厅ELL评级标准表（Ministry Education ELL Standards/Matrices）

ELL Matrices (Secondary – grades 8-12) Levels of Progress Toward Language Acquisition

ENGLISH LANGUAGE LEARNING (ELL) MATRICES – SECONDARY (GRADE 8-12)

Student Name: _____

Student ID#: _____

| | Beginning | Developing | Expanding | Consolidating | Bridging |
|-----------------------|--|---|--|--|--|
| <i>Student can...</i> | | | | | |
| Oral Language | <p><i>Receptive</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand short simple and/or memorized phrases on familiar topics <input type="checkbox"/> Understand basic words, phrases and simple classroom directions with help (repetition, gestures, translation: peer/electronic) <input type="checkbox"/> Watch others and recognize key words to participate in activities and conversations <input type="checkbox"/> Understand some basic instructions and literal questions (who, what, where...) <input type="checkbox"/> Understand limited common expressions | <ul style="list-style-type: none"> <input type="checkbox"/> Understand short, simple sentences and phrases on familiar topics (school, self and home) <input type="checkbox"/> Understand the gist of ideas of discussions and conversations <input type="checkbox"/> Understand everyday conversation with greater ease including routine classroom phrases (nouns, pronouns, verbs and connecting words) <input type="checkbox"/> Understand simple and two step instructions and some open-ended questions <input type="checkbox"/> Understand some common social expressions and simple idioms in everyday context | <ul style="list-style-type: none"> <input type="checkbox"/> Understand compound and complex sentences in social and academic contexts <input type="checkbox"/> Understand the main points of classroom discussions and presentations on a range of topics with support <input type="checkbox"/> Understand everyday conversation including main ideas and subject-specific information <input type="checkbox"/> Understand multi-step instructions and commands with support <input type="checkbox"/> Understand some common idioms, cultural language and humour | <ul style="list-style-type: none"> <input type="checkbox"/> Understand a variety of complex sentence structures <input type="checkbox"/> Understand classroom discussions on academic topics to complete tasks <input type="checkbox"/> Understand the main points of classroom discussions and presentations on a range of topics <input type="checkbox"/> Understand multi-step instructions and commands <input type="checkbox"/> Understand common idioms, cultural language and humour | <ul style="list-style-type: none"> <input type="checkbox"/> Understand grade appropriate academic language <input type="checkbox"/> Understand academic language required to complete tasks at/near grade level <input type="checkbox"/> Understand a wider variety of spoken discourse in terms of purpose, structure, and organization. <input type="checkbox"/> Understand multi-step instructions and commands at/near grade level <input type="checkbox"/> Understand subtle social/cultural references and identify bias language |
| | | | | | |

Date (month/day/year): _____ Teacher's Signature: _____

(Rev. Aug 2019)

(Please note - These matrices are an adapted version of the original ELL Standards that are available on the BC MOE website.)

ELL Matrices (Secondary – grades 8-12) Levels of Progress Toward Language Acquisition

| | Beginning | Developing | Expanding | Consolidating | Bridging |
|--|---|---|--|---|---|
| <i>Student can...</i> | | | | | |
| Reading | <ul style="list-style-type: none"> <input type="checkbox"/> Read word-by-word, pausing to refer to visuals <input type="checkbox"/> Begin to demonstrate phonemic awareness (letter sounds, blending, rhyming, initial and final sounds, segmenting, and blending) with support <input type="checkbox"/> Recognize and identify some common and/or everyday words and sight words | <ul style="list-style-type: none"> <input type="checkbox"/> Begin to read in meaningful phrases <input type="checkbox"/> Demonstrate phonemic awareness (decoding, rhyming, initial and final sounds, segmenting, and blending) <input type="checkbox"/> Begin to understand a variety of common words and 'content' words | <ul style="list-style-type: none"> <input type="checkbox"/> Read with some expression, paying attention to important words and common punctuation. <input type="checkbox"/> Decode unfamiliar words in text and root words, prefixes, and suffixes <input type="checkbox"/> Understand a variety of words, including some familiar words with several meanings | <ul style="list-style-type: none"> <input type="checkbox"/> Read with expression, and self-correct for meaning. <input type="checkbox"/> Decode multi-syllable words and complex letter combinations <input type="checkbox"/> Understand a range of complex words, including words with several meanings | <ul style="list-style-type: none"> <input type="checkbox"/> Read smoothly with expression. <input type="checkbox"/> Decode words with unique spelling patterns <input type="checkbox"/> Understand a wide range of words, including academic language |
| Strategies: -Word Attack -Decoding -Fluency | | | | | |
| Comprehension | <ul style="list-style-type: none"> <input type="checkbox"/> Use/rely heavily on devices for understanding text <input type="checkbox"/> Understand literal meaning of short, simple text with visuals <input type="checkbox"/> Make some simple inferences from visuals | <ul style="list-style-type: none"> <input type="checkbox"/> Use/rely on devices for understanding text <input type="checkbox"/> Retell simple text to show understanding of main idea with the support of visuals and background knowledge <input type="checkbox"/> Begin to make some simple inferences based on explicit information | <ul style="list-style-type: none"> <input type="checkbox"/> Use devices for understanding subject specific or complex text <input type="checkbox"/> Understand and summarize main ideas of text with some detail <input type="checkbox"/> Make simple inferences based on explicit information | <ul style="list-style-type: none"> <input type="checkbox"/> Use devices thoughtfully for understanding subject specific or complex text <input type="checkbox"/> Understand and summarize main ideas of text with detail and examples <input type="checkbox"/> Make basic inferences from explicit and implicit information | <ul style="list-style-type: none"> <input type="checkbox"/> Use devices thoughtfully for understanding subject specific or complex text <input type="checkbox"/> Understand and synthesize main ideas of text(s) with detail and examples <input type="checkbox"/> Make inferences and conclusions from explicit and implicit information |
| Response & Analysis | <ul style="list-style-type: none"> <input type="checkbox"/> Make some simple personal opinions, reactions and/or connections to text | <ul style="list-style-type: none"> <input type="checkbox"/> Make simple connections to background knowledge and give reasons for personal connections to text. | <ul style="list-style-type: none"> <input type="checkbox"/> Make opinions and logical connections to self and other texts supported by some reasons and support key ideas with background knowledge | <ul style="list-style-type: none"> <input type="checkbox"/> Make judgements, opinions, and logical connections between self, text and world providing reasons with support | <ul style="list-style-type: none"> <input type="checkbox"/> Make judgements, opinions, and logical connections between self, text and world providing reasons |
| Writing | <ul style="list-style-type: none"> <input type="checkbox"/> Draw, label, and/or use L1 <input type="checkbox"/> Use some basic strategies such as drawing and labelling using English and L1 to write about a topic <input type="checkbox"/> Use mostly common and familiar words and phrases <input type="checkbox"/> Write a series of simple memorized or independent phrases or sentences | <ul style="list-style-type: none"> <input type="checkbox"/> Express main idea with some general details <input type="checkbox"/> Use strategies such as word walls and sentence frames to write sentences on a topic <input type="checkbox"/> Use some common and subject-specific words, and begin to use some descriptive words and phrases <input type="checkbox"/> Write simple sentences and some compound sentences | <ul style="list-style-type: none"> <input type="checkbox"/> Express main idea with some relevant details and examples <input type="checkbox"/> Use varied strategies such as brainstorming and graphic organizers to write sentences and short paragraphs on a topic <input type="checkbox"/> Use some academic words and numerous subject-specific and descriptive words <input type="checkbox"/> Write some compound and complex sentences <input type="checkbox"/> Experiment with using expressive language | <ul style="list-style-type: none"> <input type="checkbox"/> Express ideas related to a topic, with relevant supporting details and examples <input type="checkbox"/> Use a range of strategies to write multiple sentences and paragraphs on a topic <input type="checkbox"/> Use a variety of academic, subject-specific, and descriptive words with increasing precision <input type="checkbox"/> Write with a variety of sentence types and clauses <input type="checkbox"/> Use some expressive and figurative language, attempting to engage the reader <input type="checkbox"/> Use a range of cohesive devices | <ul style="list-style-type: none"> <input type="checkbox"/> Express ideas related to a purpose, with specific details and examples <input type="checkbox"/> Use a wide range of strategies to write complete paragraphs and essays on a topic <input type="checkbox"/> Use a wide variety of precise academic, subject-specific, and descriptive words <input type="checkbox"/> Write with a variety of sentence types to suit purpose and style <input type="checkbox"/> Use expressive and figurative language to engage the reader <input type="checkbox"/> Use a wide range of cohesive devices with increasing accuracy in a variety of different texts <input type="checkbox"/> Write a purposeful introduction, relevant supporting details and clear conclusion in multi-paragraph compositions <input type="checkbox"/> Write with an awareness of a wide variety of genres <input type="checkbox"/> Use a wide range of grammatical structures with increasing accuracy, including a variety of plurals and tenses <input type="checkbox"/> Spell challenging words with increasing accuracy <input type="checkbox"/> Use most punctuation with accuracy <input type="checkbox"/> Edit and revise extended complex text |
| Meaning Ideas, Information -detail strategies | | | | | |
| Style -word choice -sentence fluency -voice | | | | | |
| Form -organization -connections and transitions -genre | <ul style="list-style-type: none"> <input type="checkbox"/> Join a series of words and short phrases using limited connecting words (e.g. and) <input type="checkbox"/> Organize ideas using some drawings, words, and/or short phrases using English and L1 | <ul style="list-style-type: none"> <input type="checkbox"/> Use some connecting words (e.g. and, or, but) <input type="checkbox"/> Write somewhat organized sentences in a short paragraph | <ul style="list-style-type: none"> <input type="checkbox"/> Use several connecting words including transitions <input type="checkbox"/> Write multiple paragraphs with a predictable introduction and conclusion <input type="checkbox"/> Write with some awareness of genre | <ul style="list-style-type: none"> <input type="checkbox"/> Write an introduction, supporting details and conclusion in developed paragraphs <input type="checkbox"/> Write with an increasing awareness of genre | <ul style="list-style-type: none"> <input type="checkbox"/> Write a purposeful introduction, relevant supporting details and clear conclusion in multi-paragraph compositions <input type="checkbox"/> Write with an awareness of a wide variety of genres |
| Convention -capital and punctuation -spelling -grammar -editing | <ul style="list-style-type: none"> <input type="checkbox"/> Begin to use some basic nouns, pronouns, and simple tense verbs <input type="checkbox"/> Use some invented or phonetic spelling and regular spelling of familiar words <input type="checkbox"/> Use capitals and periods sometimes <input type="checkbox"/> Attempt to edit | <ul style="list-style-type: none"> <input type="checkbox"/> Begin to use some grammatical structures, including some plurals, articles, and simple tenses <input type="checkbox"/> Spell many familiar words <input type="checkbox"/> Use capitals, periods, and sometimes commas <input type="checkbox"/> Edit and revise some simple text | <ul style="list-style-type: none"> <input type="checkbox"/> Use different grammatical structures with some accuracy, including some irregular plurals, tenses, articles, and prepositions <input type="checkbox"/> Spell most words following common rules <input type="checkbox"/> Use some common punctuation more accurately <input type="checkbox"/> Begin to edit and revise complex text | <ul style="list-style-type: none"> <input type="checkbox"/> Use a variety of grammatical structures with increasing accuracy, including plurals, tenses, adjectives, and adverbs <input type="checkbox"/> Attempt to spell challenging words <input type="checkbox"/> Use common punctuation accurately and experiment with other punctuation <input type="checkbox"/> Edit and revise complex text | <ul style="list-style-type: none"> <input type="checkbox"/> Use a wide range of grammatical structures with increasing accuracy, including a variety of plurals and tenses <input type="checkbox"/> Spell challenging words with increasing accuracy <input type="checkbox"/> Use most punctuation with accuracy <input type="checkbox"/> Edit and revise extended complex text |

Date (month/day/year): _____ Teacher's Signature: _____

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了解我们的ELL等级

1

• 初学 (Beginning)

- 学生是在学习英语过程的最初阶段，他们只懂很少或完全不懂英语。

2

• 发展 (Developing)

- 学生能够明白或多或少的日常英语。他们复述或读出简单、常规短语或句子，但还不能够用英语表达他们的思想和意见。学生经常犯语法错误（和运用有限的词汇）。只能用有限的词汇

3

• 扩充 (Expanding)

- 学生可以用英语交流想法，但在口语和写作中运用正确语法还有困难，经常漏字或错组短语和句子模式。（他们需要辅助发展词汇。）他们需要扩大词汇量

4

• 巩固 (Consolidation)

- 学生能用英语比较自如地交流思想。他们在成语运用、多义词和抽象学术概念上需要辅助。

5

• 桥接 (Bridging)

- 学生的英语水平接近年级英语水平要求。他们可能需要辅导了解在不同情况下（成语、幽默、不熟悉内容范围）语言的含义。

学校是怎样提供和安排 **ELL** 辅导的？

- 每个学校的**ELL**课程可能因为**ELL**学生人数多少或课程设计而不同
- 有些学校可能有特定的**ELL**课，例如**ELL**科学或**ELL**社会
- 有些**ELL**课程是混合水平、混合年龄或混合班级的
- 有些学校提供**ELL**老师和课堂老师的间接合作辅导

中学 – 常见课程表

| | Regular (普通班) | ELL班 |
|---|--------------------------------|----------------|
| 1 | English 英语 (8-12) | ELL 英语 |
| 2 | Socials 社会科 (8-11) | ELL 社会科 |
| 3 | Science 科学 (8-11) | ELL 科学 |
| 4 | Math 数学 (8-11) | 数学 |
| 5 | Physical Education 体育 (8-10) | 体育 |
| 6 | Language 语言 (8-11) | ELL 阅读/写作 或选修课 |
| 7 | Elective Fine Arts 选修美术 | 选修美术 |
| 8 | Elective Applied Skills 选修应用技能 | 选修应用技能 |

评估和进展超越**ELL**辅助

学生需要多久ELL辅导?

需要ELL辅导多久因人而异

可以影响学生进度的因素有:

- 学习习惯
- 学习主动性
- 在原母语学校上学时间多久
- 抵达加拿大时的年龄
- 校外接触英语多少
- 抵达加拿大时的英语水平



当满足如下条件时学生一般需要较少或不需要**ELL**辅导。。。

- 阅读接近教育厅的桥接评级 (Bridging Level)
- 写作接近教育厅的桥接评级 (Bridging Level)
- 听力/口语接近教育厅的桥接评级 (Bridging Level)
- 在ELL和其他学科都有优秀表现
- 课程要求较低
- 之前的学习严谨
- 学生学习主动性高又有良好的学习习惯

***请注意，即便不再需要ELL辅导，学生还需要继续提高英语技能。**

学生可以通过一次考试过关了就不再需要**ELL**辅导吗？

- 不可以！
- 没有一个可以全面反映学生英语能力的考试
- 老师日常教学中持续评估学生的语言能力（**formative assessment**）
- 测验/考试（总结性评估 **summative assessments**）只是学生能力在那一刻的即时反映
- 总测试只是确定能力的其中一个工具

ELL 的好处

ELL 服务是为促进学习英语的
同学的智力和社交发展而设计:

- 辅助学生在学术上取得进步
- 加强学生流利交流的能力
- 帮助学生体验自我价值
- 提供安全感和成长的环境



有没有可以帮助孩子改善英语的网站?

- Tumblebook Readables
 - 谷歌: Vancouver public library + tumblebook readables
 - 点击 TumbleBook Cloud. 选择 read-alongs.
- Storybooks Canada:
<https://www.storybookscanada.ca>



校外的英语辅导班
是否可以帮助学生
快点离开**ELL**课程？

- 有可能，他们可以让学生得到更多的辅导和练习。
- 如果请了家教老师，要观察老师与学生的互动效果。家教老师可以辅导，但绝不应该替孩子做作业。
- 学生的校内校外生活需要平衡，许多校外活动都对学生的成功有帮助。

切记...



- 学习基本交流技能的形成可能需要长达2年的时间
- 要精通另一种学术语言可能需要很多年
- 用英语学好教科书里的知识可能需要长达7年的时间