UNDERSTANDING
THE ENGLISH
LANGUAGE
LEARNING (ELL)
PROGRAMS IN
VANCOUVER
SECONDARY
SCHOOLS



ELL Program and Support

Why does my child need ELL classes?

- Reading grade level/writing ability is significantly below age appropriate school grade
- Spoken English may be significantly different from grade level peers
- See Ministry Education ELL Standards/Matrices on next slide

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
Student car				_	
Oral Language	 Understand short simple and/or memorized phrases on familiar tooics 	 Understand short, simple sentences and phrases on familiar topics (school, self and home) 	Understand compound and complex sentences in social and academic contexts	☐ Understand a variety of complex sentence structures	 Understand grade appropriate academic language
Receptive	Understand basic words, phrases and simple classroom directions with help (repetition, gestures, translation: peer/electronic)	Understand the gyst of ideas of discussions and conversations	☐ Understand the main points of classroom discussions and presentations on a range of topics with support	☐ Understand classroom discussions on academic topics to complete tasks	□ Understand academic language required to complete tasks at/near grade level
	 Watch others and recognize key words to participate in activities and conversations 	 Understand everyday conversation with greater ease including routine classroom phrases (nouns, pronouns, verbs and connecting words) 	 Understand everyday conversation including main ideas and subject-specific information 	 Understand the main points of classroom discussions and presentations on a range of topics 	 Understand a wider variety of spoken discourse in terms of purpose, structure, and organization.
	 Understand some basic instructions and literal questions (who, what, where) 	 Understand simple and two step instructions and some open-ended questions 	 Understand multi-step instructions and commands with support 	 Understand multi-step instructions and commands 	 Understand multi-step instructions and commands at/near grade level
	□ Understand limited common expressions	☐ Understand some common social expressions and simple idioms in everyday context	☐ Understand some common idioms, cultural language and humour	 Understand common idioms, cultural language and humour 	☐ Understand subtle social/cultural references and identify bias language
Expressive	☐ Primarily use first language to communicate meaning and/or use one word answers or simple phrases	☐ Use simple everyday conversational language using phrases/simple sentences	Connect sentences to express ideas using various types of sentences including compound.	 Express details using various types of structures including complex sentences with more grammatical accuracy and consistency 	 Use a growing variety of grammatically correct sentence structures to connect ideas effectively,
	□ Respond to simple choice questions	 Respond to some common social expressions and questions 	 Respond to common social expressions and questions (e.g. what, when, and who questions) 	 Respond to questions that require elaboration (e.g. how, why, and tell me about questions) 	 Ask and respond to questions, including hypothetical or reasoning questions
	 Express some personal information with support (repetition, gestures, translation: peer/electronic) 	 Express a variety of words and phrases about self, family and interests 	 Express opinions and reasons in conversations 	 Express a range of words to describe and speak about academic content 	 Express a wide range of conversational and academic words and phrases
	 Participate in classroom interactions by using memorized words, with frequent repetitions and long pauses 	□ Participate in some classroom interactions and discussions	□ Participate in classroom discussions using some academic language	 Participate in classroom discussions using academic language with some consistency 	 Participate in classroom discussions using academic language consistently
	☐ May be in the silent stage	☐ Use some simple and limited grammatical and syntactical language structures	 Use various grammatical structures with some accuracy (grammar and syntax may occasionally detract from meaning) 	 Use various grammatical and syntactical language structures with some accuracy (grammar and syntax doesn't usually detract from meaning) 	 Use various grammatical and syntactical language structures with accuracy
			□ Start to use some rhythm and intonation to enhance meaning	Use some rhythm and intonation to enhance meaning Switch between social and academic language	Use rhythm and intonation to enhance meaning Switch between social and academic language appropriately and consistently
Date (month/day/year): Teacher's Signature: (Rev. Aug 201 (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
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Student can				I	
Reading Strategies: Word Attack	Read word-by-word, pausing to refer to visuals Begin to demonstrate phonemic awareness (letter sounds, blending.	Begin to read in meaningful phrases Demonstrate phonemic awareness (decoding, rhyming, initial and final sounds, segmenting.	Read with some expression, paying attention to important words and common punctuation. Decode unfamiliar words in text and root words, prefixes, and suffixes	Read with expression, and self-correct for meaning. Decode multi-syllable words and complex letter combinations	Read smoothly with expression. Decode words with unique spelling patterns
Decoding Fluency	rhyming, initial and final sounds, segmenting, and blending) with support Recognize and identify some common and/or everyday words and sight words	and blending) Begin to understand a variety of common words and 'content' words	□ Understand a variety of words, including some familiar words with several meanings	☐ Understand a range of complex words, including words with several meanings	 Understand a wide range of words, including academic language
Comprehension	Use/rely heavily on devices for understanding text	□ Use/rely on devices for understanding text	Use devices for understanding subject specific or complex text	 Use devices thoughtfully for understanding subject specific or complex text 	 Use devices thoughtfully for understanding subject specific or complex text
	 Understand literal meaning of short, simple text with visuals 	 Retell simple text to show understanding of main idea with the support of visuals and background knowledge 	 Understand and summarize main ideas of text with some detail 	Understand and summarize main ideas of text with detail and examples	 Understand and synthesize main ideas of text(s) with detail and examples
	 Make some simple inferences from visuals 	 Begin to make some simple inferences based on explicit information 	 Make simple inferences based on explicit information 	 Make basic inferences from explicit and implicit information 	 Make inferences and conclusions from explicit and implicit information
Response & Analysis	 Make some simple personal opinions, reactions and/or connections to text 	 Make simple connections to background knowledge and give reasons for personal connections to text. 	Make opinions and logical connections to self and other texts supported by some reasons and support key ideas with background knowledge	 Make judgements, opinions, and logical connections between self, text and world providing reasons with support 	 Make judgements, opinions, and logical connections between self, text and world providing reasons
Writing Meaning ideas, information detail strategies	Draw, label, and/or use L1 Use some basic strategies such as drawing and labelling using English and L1 to write about a topic	Express main idea with some general details Use strategies such as word walls and sentence frames to write sentences on a topic	Express main idea with some relevant details and examples Use varied strategles such as brainstorming and graphic organizers to write sentences and short paragraphs on a topic	Express ideas related to a topic, with relevant supporting details and examples Use a range of strategies to write multiple sentences and paragraphs on a topic	Express ideas related to a purpose, with specific details and examples Use a wide range of strategies to write complete paragraphs and essays on a topic
Style word choice sentence fluency voice	Use mostly common and familiar words and phrases Write a series of simple memorized or independent phrases or sentences	Use some common and subject-specific words, and begin to use some descriptive words and phrases Write simple sentences and some compound sentences	Use some academic words and numerous subject-specific and descriptive words Write some compound and complex sentences Experiment with using expressive language	Use a variety of academic, subject- specific, and descriptive words with increasing precision Write with a variety of sentence types and clauses Use some expressive and figurative language, attempting to engage the reader	Use a wide variety of precise academic, subject-specific, and descriptive words Write with a variety of sentence types to suit purpose and style Use expressive and figurative language to engage the reader
Form organization connections	 Join a series of words and short phrases using limited connecting words (e.g. and) 	□ Use some connecting words (e.g. and, or, but)	☐ Use several connecting words including transitions	Use a range of cohesive devices	 Use a wide range of cohesive devices with increasing accuracy in a variety of different texts
and transitions genre	 Organize ideas using some drawings, words, and/or short phrases using English and L1 	 Write somewhat organized sentences in a short paragraph 	■ Write multiple paragraphs with a predictable introduction and conclusion	 Write an introduction, supporting details and conclusion in developed paragraphs 	 Write a purposeful introduction, relevant supporting details and clear conclusion in multi-paragraph compostions
			☐ Write with some awareness of genre	 Write with an increasing awareness of genre 	Write with an awareness of a wide variety of genres
Convention capitals and punctuation	☐ Begin to use some basic nouns, pronouns, and simple tense verbs	 Begin to use some grammatical structures, including some plurals, articles, and simple tenses 	Use different grammatical structures with some accuracy, including some irregular plurals, tenses, articles, and prepositions	Use a variety of grammatical structures with increasing accuracy, including plurals, tenses, adjectives, and adverbs	 Use a wide range of grammatical structures with increasing accuracy, including a variety of plurals and tenses
spelling grammar editing	Use some invented or phonetic spelling and regular spelling of familiar words Use capitals and periods sometimes	Spell many familiar words Use capitals, periods, and sometimes commas Edit and revise some simple text	Spell most words following common rules Use some common punctuation more accurately	Attempt to spell challenging words Use common punctuation accurately and experiment with other punctuation	Spell challenging words with increasing accuracy Use most punctuation with accuracy
	☐ Attempt to edit		Begin to edit and revise complex text	☐ Edit and revise complex text	☐ Edit and revise extended complex text

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

(Rev. Aug 2019)

Understanding Our ELL Levels

1

BEGINNING

•Students are at the very beginning of the process of learning English. They understand little or no English.

2

DEVELOPING

•Students are able to *understand varying amounts* of everyday English. They repeat or read simple, routine phrases or sentences but cannot yet use the language to communicate their thoughts and opinions. Students make frequent grammatical errors and use limited vocabulary.

3

EXPANDING

•Students can communicate ideas in English but have difficulty with correct grammatical usage in their oral and written language, and very often omit words or incorrectly form their phrases and sentences. They need support with content language and vocabulary development.

CONSOLIDATING

•Students have *little difficulty communicating* their ideas in English. They require support with idiomatic expressions, words with multiple meanings, and abstract academic concepts.

5

BRIDGING

•Students are approaching grade-level proficiency in English. They may need support with the nuances of language in specific situations (idioms, humour, and content areas unfamiliar to the student.)

How do schools provide and organize ELL support?

- •ELL programs may differ from school to school depending on student numbers or program design
 - Some schools may have specific ELL classes such as ELL Science or ELL Social Studies
 - Some ELL programs have multi-levels, multi-ages, or multigrades
 - Some schools provide indirect collaborative support between ELL teachers and classroom teachers

Secondary - Typical Timetable

	Regular	ELL
1	English (8-12)	ELL English
2	Socials (8-11)	ELL Socials
3	Science (8-11)	ELL Science
4	Math (8-11)	Math
5	Physical Education (8-10)	Physical Education
6	Language (8-11)	ELL Reading/Writing or Elective
7	Elective Fine Arts	Elective Fine Arts
8	Elective Applied Skills	Elective Applied Skills

Assessment and Progression Beyond ELL Support

How long do students need ELL support?
This varies from student to student.

Some factors that can influence a student's rate of progress are:

- >work habits
- **≻**motivation
- > extent of schooling in first language
- ➤ age of arrival
- > exposure to English outside of school
- > English proficiency upon arrival to Canada





Students typically require less or no ELL support when...

- ➤ reading is approaching Ministry's Bridging Level
- writing is approaching Ministry's Bridging Level
- ➤ listening/speaking is approaching Ministry's Bridging Level
- >they show exceptional achievement in ELL and subject course
- when curriculum demands are lower
- >when previous academic learning has been rigorous
- > when students are motivated and have strong work habits

*Please note that students need to continue building on their English skills, even when ELL support is no longer required.

Is there an exam that indicates that a student no longer needs ELL support?

- •No!
 - There is no one exam that students can write that will reflect their overall English language proficiency
- Teachers assess students daily (formative assessment)
- Tests/exams (summative assessments) are only snapshots of a student's ability
- A final assessment is only one tool to determine ability

Benefits of ELL

ELL services are designed to further the intellectual and social development of English Language Learners by:

- Helping with academic progress
- Strengthening their ability to communicate fluently
- Helping them experience a sense of self worth
- Providing a safe and nurturing environment



Are there any online programs to help my child improve his/her English?

- Tumblebook Readables
 - Google: Vancouver public library + tumblebook readables
 - Go to TumbleBook Cloud. Select readalongs.
- Storybooks Canada: <u>https://www.storybookscanada.ca</u>





➤ Possibly. They can provide additional support and practice.

Monitor your child's tutor involvement if he/she has one. Tutors can play a helpful role, but they should never do the student's work.

Students need a balance between their school and extra-curricular life. Many activities outside of school may also contribute to their success.



Remember...

- It may take up to 2 years to learn basic communication skills.
- ➤ It may take many years to become academically proficient in another language.
- It can take up to 7 years to learn the language of textbooks.