

English Language Learning Instructional Support Plan Overview						Date	
						Review Date	
						PEN	
Student (Legal) Name							
		<i>Last Name</i>			<i>First Name</i>		
Preferred Name					Born in		
DOB		Gender		Grade		Years in Canada	
Previous Schooling		<i>Dates</i>	<i>Age or Grade</i>	<i>Location/School</i>			
Present Overall ELL Proficiency Level		<i>Oral</i>		<i>Reading</i>		<i>Writing</i>	
		<i>Level/Score</i>	<i>Tool</i>	<i>Level/Score</i>	<i>Tool</i>	<i>Level/Score</i>	<i>Tool</i>
First/Other Language(s)		<i>Language</i>		<i>Speak? (Y/N)</i>	<i>Understand? (Y/N)</i>	<i>Read? (Y/N)</i>	<i>Write? (Y/N)</i>
Medical Concerns?							
Domain	Strengths	Needs	Level of Support Needed (as per attached ELL Planning Tool)				
			<i>Mild/Minimal</i>	<i>Moderate</i>	<i>Complex</i>		
Background, Prior Learning, Home Lang.							
Oral Language							
Reading							
Writing							
Intercultural Competencies							
Goals Developed to Address Needs Identified Above							
Objectives and Strategies to Address Goals Developed: (Services and Strategies to be Implemented)							
Assessment/Tools to Monitor Achievement of Goals: (Formative, Summative, Anecdotal)							
Comments							

* Include assessment tool used where appropriate (e.g., LOMERA/LOMEERA or variation, DART(s), IPT, ELL Standards, others)

English Language Learning Planning Tool

Domain and Sources of Information	Mild Minimal ELL Support Needed	Moderate Moderate ELL Support Needed	Complex Intensive ELL Support Needed	
BACKGROUND, PRIOR LEARNING and HOME LANGUAGE COMPETENCY	The student's background, prior learning and home language competency : <i>The student ...</i>			
	<p>The background, prior learning and home language competency provides information for student's adjustment to school.</p> <p>Please note that this needs to be completed with a caregiver and may require the assistance of a cultural and/or language interpreter.</p> <p>Key considerations:</p> <ul style="list-style-type: none"> • What is the student's prior education? • What is the student's level of language support at home? • What is the student's level of literacy in the language used at home? <p>Possible Sources of Information:</p> <ul style="list-style-type: none"> • Family • Language/ background questionnaires • Previous school or teachers • Settlement Worker • Cultural Interpreter • Peer tutor • File review • Educational Assistant 	<ul style="list-style-type: none"> <input type="checkbox"/> has opportunities to speak and listen to some English at home <input type="checkbox"/> has age appropriate literacy skills in first language <input type="checkbox"/> has had consistent formal education in the home country <input type="checkbox"/> has opportunities to read books with a member of the home community <input type="checkbox"/> has a home community that encourages the development of the student's language used at home 	<ul style="list-style-type: none"> <input type="checkbox"/> has limited opportunities to speak and listen to English at home <input type="checkbox"/> is moderately literate in first language <input type="checkbox"/> has some formal education in home country (extended absences or interruption may have occurred) <input type="checkbox"/> has limited opportunities to read books with a member of home community <input type="checkbox"/> has a home community that attempts to support the student's home language 	<ul style="list-style-type: none"> <input type="checkbox"/> has minimal or no opportunities to speak and listen to English at home <input type="checkbox"/> is non-literate or very minimally literate in first language <input type="checkbox"/> has little to no formal education in own country <input type="checkbox"/> has no opportunities to read books with a member of home community <input type="checkbox"/> has a home community that may not support the student's home language
	Examples of Settlement and Adjustment Supports: <i>According to the student's needs, the school can...</i>			
	<ul style="list-style-type: none"> <input type="checkbox"/> connect family to Settlement Workers in Schools Program for referrals and connections to outside agencies as needed (i.e., community service organizations, medical intervention, adult literacy, public library, computer classes, etc.) <input type="checkbox"/> provide translated information as appropriate <input type="checkbox"/> network families to share challenges and seek solutions together <input type="checkbox"/> encourage students to share what they are learning with their family members <input type="checkbox"/> identify and respond to immediate needs (i.e., weather, transportation, food, clothing, etc.) 	<ul style="list-style-type: none"> <input type="checkbox"/> encourage families to maintain first language and culture <input type="checkbox"/> encourage families to listen to and watch multimedia in English (i.e., television, radio, movies) <input type="checkbox"/> encourage families to enrol their children in extra-curricular activities and sports <input type="checkbox"/> encourage friendships that foster English language development through activities beyond a school setting <input type="checkbox"/> create an intervention plan and support system <input type="checkbox"/> provide targeted small group or individual instructional supports as needed 		

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ORAL LANGUAGE	Students develop receptive and expressive communication through : understanding and use spoken language as a tool for communication. Can initiate and/or sustain communication.	In using academic English, the student may...		
		<i>speak on a wide range of topics with some degree of fluency and accuracy; share detailed information and discuss points of view and ideas on a range of topics with reasonable accuracy.</i>	<i>with support, communicate main ideas on common topics and course content; use some variety of vocabulary and sentence structures with increasing accuracy.</i>	<i>participate using simple structures in a simple and direct exchange of information on everyday topics; understand and respond to simple statements on familiar topics if given explicit support.</i>
	Possible Sources of Information: <ul style="list-style-type: none"> • File review • Observations • Initial Assessment • Spring Census assessment • Classroom or district assessments • Year-end ELL assessment 	The Student's Level of Functioning: The student ...		
		<input type="checkbox"/> is fluent in informal conversations and discussions <input type="checkbox"/> is occasionally hesitant in academic language and socio-culturally different topics <input type="checkbox"/> adapts communication style appropriate to context and social register (e.g., formal/informal style) <input type="checkbox"/> may pause while searching for a word <input type="checkbox"/> uses a variety of verb tenses correctly <input type="checkbox"/> uses academic vocabulary close to that of an English first language speaker <input type="checkbox"/> needs occasional repetition or clarification <input type="checkbox"/> asks for repetition or clarification <input type="checkbox"/> makes minor errors in grammar or syntax <input type="checkbox"/> successfully attempts some complex grammatical structures <input type="checkbox"/> rarely mispronounces words (does not impede meaning) <input type="checkbox"/> grasps some humour, puns, clichés and idioms	<input type="checkbox"/> converses informally with some ease <input type="checkbox"/> occasionally mispronounces words (sometimes impedes meaning) <input type="checkbox"/> attempts to participate in academic discussions in content areas (sometimes with support) <input type="checkbox"/> rarely adapts communication style appropriate to context/social register (formal/informal style) <input type="checkbox"/> often pauses, searching for words or expressions <input type="checkbox"/> needs consistent repetition and/or clarification <input type="checkbox"/> attempts some complex grammatical structures <input type="checkbox"/> needs support in understanding main points of class discussions <input type="checkbox"/> struggles to grasp some humour, puns, clichés and idioms	<input type="checkbox"/> may be silent or use isolated words, gestures, pictures <input type="checkbox"/> relies on translator or first language to convey meaning <input type="checkbox"/> may be difficult to understand because of pronunciation <input type="checkbox"/> does not adapt communication style appropriate to context/social register (formal/informal style) <input type="checkbox"/> frequently needs to repeat to be understood <input type="checkbox"/> asks repeatedly for support <input type="checkbox"/> misinterprets body language (facial expressions, tone) <input type="checkbox"/> relies on non-verbal prompts <input type="checkbox"/> struggles to meet classroom expectations/instructions (arriving on time, handing in work, participation, group work, etc.) <input type="checkbox"/> uses limited vocabulary <input type="checkbox"/> makes errors in grammar and syntax that obscure meaning <input type="checkbox"/> does not grasp most humour, puns, clichés and idioms
		Universal Examples of Support: The teacher can...		
		<input type="checkbox"/> provide a classroom rich in visuals and use them and gestures throughout the day <input type="checkbox"/> share language and content objectives <input type="checkbox"/> pre-teach both academic and key vocabulary by using objects, visuals, actions and hands-on activities <input type="checkbox"/> use buddy system for orientation to school, class routines and building peer relations <input type="checkbox"/> make cultural connections among students' backgrounds and languages <input type="checkbox"/> use cooperative learning, varying groups to maximize social interaction and learning	<input type="checkbox"/> provide a range of curriculum materials and adaptations <input type="checkbox"/> allow alternative types of assessment when possible <input type="checkbox"/> provide lots of opportunities for oral language rehearsal before presentations <input type="checkbox"/> have students record themselves for a variety of purposes <input type="checkbox"/> allow the use of dictionaries, translators, first language and ask students to keep a personal dictionary <input type="checkbox"/> create word banks of key vocabulary and big ideas with students <input type="checkbox"/> encourage students to continue to develop their first language skills	
Consultation with : <ul style="list-style-type: none"> • Regular classroom teacher • ELL Teacher • Content area specialist • Family • Settlement Worker • Peer tutor • Educational Assistant 	Examples of Support: According to the student's level, the teacher can...			
	<input type="checkbox"/> prepare students for class discussions by pre-assigning roles, scripts, questions, or set phrases <input type="checkbox"/> use think-alouds and think-pair-shares when asking questions <input type="checkbox"/> explain how prefixes and suffixes change word meaning (i.e., <u>un</u> happy, happiness) <input type="checkbox"/> explore parts of speech and word forms (i.e., describe [v], description [n]) <input type="checkbox"/> provide multiple opportunities for authentic speaking tasks, such as debates, author's chair, speeches, etc. <input type="checkbox"/> explicitly teach phrases related to genres (e.g., language structures related to debate vs. explanation) <input type="checkbox"/> explain a complex procedure, reviewing key vocabulary in context <input type="checkbox"/> identify and explain puns, clichés, idioms, slang and colloquialisms in context	<input type="checkbox"/> provide sentence frames for response <input type="checkbox"/> assess understanding through multiple modes rather than only grammar, etc. <input type="checkbox"/> focus on correcting one aspect (or two) at a time, so as not to overwhelm <input type="checkbox"/> encourage conversation attempts and model correct response <input type="checkbox"/> use graphic organizers, visuals, scripts, and cues as scaffolds <input type="checkbox"/> encourage the use of multiple tools and resources to check for understanding <input type="checkbox"/> be aware and explain homonyms and multiple-meaning words <input type="checkbox"/> allow extra wait time for processing and response	<input type="checkbox"/> slow the pace and allow extra wait time for processing and response <input type="checkbox"/> provide clearly defined content and language objectives in simple language before teaching <input type="checkbox"/> activate prior knowledge and build background knowledge <input type="checkbox"/> face learners while giving directions and provide visual support <input type="checkbox"/> write down key terms so students can see them and make connections to the spoken word <input type="checkbox"/> start with functional language related to student's immediate needs <input type="checkbox"/> adapt academic language into accessible conversational English <input type="checkbox"/> simplify multi-step instructions <input type="checkbox"/> use "I do-we do-you do" modeling prior to student work <input type="checkbox"/> use exemplars to show expectations <input type="checkbox"/> check understanding to guide instruction often <input type="checkbox"/> ask students to retell instructions <input type="checkbox"/> provide supportive, meaningful feedback <input type="checkbox"/> encourage students to extend English skills in social experiences beyond a school setting	

English Language Learning Planning Tool

Domain and Sources of Information	Mild Minimal ELL Support Needed	Moderate Moderate ELL Support Needed	Complex Intensive ELL Support Needed		
<p>Students develop reading skills through: decoding, phonemic awareness, sight-word vocabulary, comprehension, response and analysis.</p> <p>Possible Sources of Information:</p> <ul style="list-style-type: none"> • File review • Observations • Initial Assessment • Spring Census assessment • Classroom or District assessment • Year-end ELL assessment <p>Consultation with:</p> <ul style="list-style-type: none"> • Regular classroom teacher • ELL teacher • Content area specialist(s) • Educational Assistant • Parent • Settlement Worker • Cultural Interpreter • Peer tutor 	In using academic English, the student can...				
	<i>read, understand, and respond to more complex texts with some independence. Response is mostly accurate and includes some specific, relevant details. Can make inferences and communicate critical thinking with some support.</i>	<i>comprehend and respond to grade appropriate content texts with some complexity. Response is developed and appropriate. May need help with inferring, critical thinking and interpretation of socio-cultural references.</i>	<i>read grade-level texts with basic understanding and response. Response is generally accurate but support is needed for communicating details and making inferences and connections.</i>	<i>read relatively straightforward texts with help. May provide some accurate information for direct, concrete tasks if support is provided.</i>	<i>draw some basic information from simple texts with significant support. May recognize or read a few words in English.</i>
	The Student's Level of Functioning: <i>The student ...</i>				
	<input type="checkbox"/> may need some support in understanding specific academic vocabulary <input type="checkbox"/> needs minor adaptations to reading materials and instructions <input type="checkbox"/> is fairly fluent and expressive when reading aloud <input type="checkbox"/> usually uses word attack skills independently <input type="checkbox"/> often uses reading strategies independently <input type="checkbox"/> shares reactions and opinions, with examples <input type="checkbox"/> makes thoughtful connections, giving some reasons and examples <input type="checkbox"/> makes logical predictions and/or inferences with some support <input type="checkbox"/> asks relevant questions about the text <input type="checkbox"/> summarizes the main ideas and details in own words, but may not notice or understand implied information	<input type="checkbox"/> has a developing bank of sight-word vocabulary <input type="checkbox"/> needs reminders to use word attack skills consistently <input type="checkbox"/> requires direct support in reading strategies <input type="checkbox"/> reads aloud without expression and may be hesitant <input type="checkbox"/> shares reactions about texts, sometimes with examples <input type="checkbox"/> begins to use text features and context clues to understand main ideas and specialized vocabulary <input type="checkbox"/> needs support in making connections, predictions, inferences <input type="checkbox"/> restates main idea and details in own words, but may not notice or understand implied information <input type="checkbox"/> is able to state some of the big ideas with support	<input type="checkbox"/> has little to no letter recognition <input type="checkbox"/> has little to no letter-sound correspondence <input type="checkbox"/> has little to no sight-word knowledge <input type="checkbox"/> is hesitant or reluctant to read aloud <input type="checkbox"/> has limited awareness of reading strategies <input type="checkbox"/> needs support to make a simple prediction or connection <input type="checkbox"/> responds to reading using pictures, labels, single words, phrases and sometimes first language <input type="checkbox"/> may need to learn text direction (left to right)		
	Universal Examples of Support: <i>According to the student's level, the teacher can...</i>				
<p>Pre-Reading Activities</p> <input type="checkbox"/> share content and language objectives before teaching <input type="checkbox"/> model think-aloud <input type="checkbox"/> point out the conventions of English in text being read <input type="checkbox"/> pre-teach vocabulary (include signal and directional words, remembering that students may need explicit instruction in these words) <input type="checkbox"/> highlight word families, and how prefixes and suffixes change meaning <input type="checkbox"/> do a book walk to engage and make predictions before reading <input type="checkbox"/> use anticipation guides <input type="checkbox"/> make cultural connections to students' backgrounds <input type="checkbox"/> give students practice with new words, ensuring that students can incorporate new words into activities <input type="checkbox"/> scaffold comprehension of texts by previewing text features (i.e., pictures, bold face words, glossary, captions, etc.) <input type="checkbox"/> build and activate prior knowledge about the topic, developing a shared overall knowledge of what the text might be about	<p>During Reading (Continued)</p> <input type="checkbox"/> focus on fun, engaging activities that develop language and reading skills in context <input type="checkbox"/> provide multiple opportunities for students to practice interacting with texts (i.e., talking to the text, sticky notes, think-alouds) to increase comprehension <input type="checkbox"/> use cooperative learning, varying groups to increase interaction <input type="checkbox"/> ask questions that require higher level thinking <input type="checkbox"/> have students refer to word walls and word banks to assist comprehension <input type="checkbox"/> ask students to analyze word families and determine meaning of new words (e.g., looking at root words, prefixes and suffixes)	<p>Overall Strategies</p> <input type="checkbox"/> allow use of dictionaries, translators, first language <input type="checkbox"/> group ELLs strategically with students who share same first language at times <input type="checkbox"/> choose materials with good visual cues and those that reflect the experiences of the students <input type="checkbox"/> use visual supports such as photos, images, and realia to support comprehension <input type="checkbox"/> provide a range of texts of different styles, genres, interests <input type="checkbox"/> assist students in making appropriate choices for independent reading <input type="checkbox"/> check understanding informally often to guide instruction <input type="checkbox"/> include first language books and accessible texts <input type="checkbox"/> provide meaningful print in the classroom (e.g., signs, charts, labels, word walls and word banks) <input type="checkbox"/> use wordless books/ picture sequences/ photographs to build a story or recount <input type="checkbox"/> provide explicit instruction on strategies, including looking at pictures, sounding out, skipping and going back, looking for smaller words within the word, chunking the text, reading for meaning, making connections and inferences, etc. <input type="checkbox"/> provide exposure and explicit instruction on text features, genres of text and how they work and are organized with respect to language features and form <input type="checkbox"/> break text down to show the organization and language features of different genres <input type="checkbox"/> slow the pace and allow extra wait time for processing and response <input type="checkbox"/> simplify multi-step instructions			
<p>During Reading Activities</p> <input type="checkbox"/> do informal comprehension checks often <input type="checkbox"/> ask students to act out the roles of different characters while reading a text <input type="checkbox"/> engage with vocabulary and key ideas by highlighting and making notes while reading <input type="checkbox"/> engage in Reader's Theatre to develop fluency	<p>Post-Reading Activities</p> <input type="checkbox"/> use graphic organizers before, during and after reading to help students demonstrate comprehension <input type="checkbox"/> allow students to demonstrate their understanding of texts in different ways (i.e., story map, drawings, playdough scenes, role plays, letters to characters) <input type="checkbox"/> have students retell what they read, including only important information and key words <input type="checkbox"/> share clearly defined content and language objectives in simple language <input type="checkbox"/> include activities focusing on response to reading to gain a greater understanding, extract information for other purposes, critically interpret, analyse and share personal response				

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WRITING	In English, the student can...				
	<i>convey ideas for different purposes and audiences in a variety of genres, using suitable word choice, syntax and style</i>	<i>convey ideas in clear, detailed and connected paragraphs on many topics, using a wider range of vocabulary and sentence complexity</i>	<i>communicate ideas in paragraphs on common topics and course content using a variety of vocabulary and sentence structures</i>	<i>share an idea through a short, simple paragraph on everyday topics with basic details.</i>	<i>share a basic message using phrases and simple sentences on everyday topics following a model.</i>
	The Student's level of functioning: The student ...				
	<input type="checkbox"/> organizes ideas with some support <input type="checkbox"/> with limited guidance, connects ideas using appropriate transition words (e.g., <i>meanwhile, however, finally</i> , etc.) <input type="checkbox"/> usually chooses the correct word but may lack a wide range of synonyms <input type="checkbox"/> needs support with style and writing in different genres as well as editing skills <input type="checkbox"/> makes minor grammatical or syntax errors that do not impede meaning <input type="checkbox"/> uses appropriate word forms and verb tenses correctly more often <input type="checkbox"/> uses most punctuation conventions correctly <input type="checkbox"/> makes occasional errors with spelling <input type="checkbox"/> use dictionaries, thesaurus, glossaries and online tools	<input type="checkbox"/> organizes ideas with direct support <input type="checkbox"/> needs support in using transition words to connect ideas (e.g., <i>however, then, next, but</i> , etc.) <input type="checkbox"/> chooses the correct word often but will need support to expand vocabulary <input type="checkbox"/> needs support with writing in different genres as well as editing skills <input type="checkbox"/> makes grammatical or syntax errors that sometimes impede meaning <input type="checkbox"/> needs some support with choosing correct word forms and verb tense <input type="checkbox"/> has growing sight vocabulary but still needs support with spelling <input type="checkbox"/> uses punctuation conventions often correctly	<input type="checkbox"/> brainstorms basic ideas with support <input type="checkbox"/> copies single words and phrases <input type="checkbox"/> labels familiar images and objects <input type="checkbox"/> uses initial letters of words or inventive spelling to communicate ideas <input type="checkbox"/> combines sentences using “and”, “but” with support <input type="checkbox"/> uses dictionaries or translator to find vocabulary <input type="checkbox"/> needs more time to complete work or assignments		
	Universal Examples of Support: The teacher can...				
<p>Possible Sources of Information:</p> <ul style="list-style-type: none"> ▪ File review ▪ Observations ▪ Initial Assessment ▪ Spring Census assessment ▪ Classroom/ district assessments ▪ Year-end ELL assessment ▪ Writing samples <p>Consultation with:</p> <ul style="list-style-type: none"> ▪ Regular classroom teacher ▪ ELL Teacher ▪ Content area specialist(s) ▪ Peer tutor ▪ Educational Assistant ▪ Parent ▪ Settlement Worker 	<p>Pre-Writing Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide opportunities to discuss in English or first language, <u>before</u> writing using mind maps, brainstorming, Venn Diagram, etc. <input type="checkbox"/> use pre-writing strategies to activate prior knowledge (i.e., KWL, Four Corners, Inside/Outside Circles, etc.) <input type="checkbox"/> use shared experiences to generate writing topics <input type="checkbox"/> integrate reading with writing using different genres as springboards for writing <input type="checkbox"/> use picture books, dual language books, stories and articles about home cultures to inspire writing <input type="checkbox"/> discuss new words in context, using visuals and realia whenever possible <input type="checkbox"/> explicitly pre-teach academic vocabulary <p>Writing Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide frequent mini-lessons focusing on specific skills or concepts <input type="checkbox"/> brainstorm with the whole class to generate word banks and word walls <input type="checkbox"/> model use of graphic organizers for organizing and developing background knowledge and ideas <input type="checkbox"/> teach text organization and language features of different genres <input type="checkbox"/> provide outlines or sentence frames to begin or end a paragraph, essay or story and, model their use <input type="checkbox"/> model writing and thinking aloud regularly <input type="checkbox"/> model word choice, correct tense usage, and sentence combining in meaningful contexts <input type="checkbox"/> model writing of detailed descriptions <input type="checkbox"/> model taking notes during presentations or films 	<p>Writing (Continued)</p> <ul style="list-style-type: none"> <input type="checkbox"/> provide opportunities for shared writing with partners and in small groups <input type="checkbox"/> use exemplars to show expectations <input type="checkbox"/> share writing criteria <input type="checkbox"/> co-construct editing checklists <input type="checkbox"/> model how to revise and edit at all stages of writing process <input type="checkbox"/> create online dual language books including visuals and audio using different software applications such as <i>Scribjab, Bookcreator, 30 hands</i>, etc. <p>Post-Writing Activities</p> <ul style="list-style-type: none"> <input type="checkbox"/> refer to word banks and word walls generated by students or teacher <input type="checkbox"/> encourage students to use an editing checklist <input type="checkbox"/> have students participate in peer editing <input type="checkbox"/> assign free compositions using dialogue journals <input type="checkbox"/> encourage students to read aloud what they have written to check for mistakes <input type="checkbox"/> encourage writing for real purposes by publishing in innovative ways (e.g., writing to an author, prominent citizen or pen pals, preparing a digital newspaper, blog, or webpage) <input type="checkbox"/> encourage and demonstrate student self-assessment strategies as a way to review and reflect on their writing and communication skills, and to identify goals and strategies to further their development 	<p>Overall Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> share content and clear language objectives before teaching <input type="checkbox"/> encourage use of multiple reference tools (e.g., dictionary, thesaurus, translator, internet) <input type="checkbox"/> explicitly teach the alphabet to students whose first language uses a different alphabet <input type="checkbox"/> explicitly teach concepts of print such as sound-symbol relationships and directionality <input type="checkbox"/> act as a scribe to help record student ideas <input type="checkbox"/> have students work in teams to compose dual language texts on topics that are culturally relevant to their lives <input type="checkbox"/> allow use of both English and first language in journal writing, word lists, brainstorming, Freyer model for new words <input type="checkbox"/> allow students to use drawings, labels, words, phrases, simple sentences or first language in beginning writing <input type="checkbox"/> provide reference materials such as dual language books, picture dictionaries, glossaries, internet <input type="checkbox"/> use picture books, photos, text sets and other images such as sequenced pictures to inspire discussion and writing <input type="checkbox"/> focus on the communication of ideas, not on the errors <input type="checkbox"/> provide sentence frames or paragraph organizers for response <input type="checkbox"/> use dialogue journals and free writing to encourage students to take risks and experiment with language <input type="checkbox"/> ask students to retell instructions to check for understanding <input type="checkbox"/> provide supportive, meaningful feedback tied to language criteria <input type="checkbox"/> have students maintain a writing portfolio that includes writing ideas, samples, goals and reflections <input type="checkbox"/> play language games and do puzzles to improve vocabulary (e.g., Scrabble, Boggle, crosswords, etc.) <input type="checkbox"/> encourage and demonstrate self-assessment strategies to further student development 		

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INTERCULTURAL COMPETENCIES	The student's level of functioning:		
	<p>The student is beginning to feel more comfortable in Canada and may...</p> <ul style="list-style-type: none"> <input type="checkbox"/> be experiencing the final stages of culture shock (adapting and feeling at ease in new home) <input type="checkbox"/> participate in classroom discussions in content areas <input type="checkbox"/> make eye contact and generally interpret gestures and tone correctly <input type="checkbox"/> interact with some confidence in conversations and social situations <input type="checkbox"/> appear less isolated and have developed a social support network <input type="checkbox"/> attempt to use humour <input type="checkbox"/> successfully interpret humour some of the time <input type="checkbox"/> still be confused at cultural references or expectations but engage in dialogue and questions to fill in the gaps <input type="checkbox"/> voluntarily ask and respond to questions in a classroom setting <input type="checkbox"/> accept female leadership and work cooperatively in mixed groups 	<p>The student is adjusting to Canadian culture and may...</p> <ul style="list-style-type: none"> <input type="checkbox"/> be experiencing the mid stages of culture shock (coming to terms with differences, adapting) <input type="checkbox"/> attempt to participate in classroom discussions in content areas despite differences in expectations for participation in previous school <input type="checkbox"/> be more comfortable making eye contact and interpret gestures and tone with some success <input type="checkbox"/> attempt to engage but may still respond inappropriately at times to social situations and conversational topics <input type="checkbox"/> appear to feel isolated, lonely and not have a strong social support network <input type="checkbox"/> struggle to comprehend cultural references (e.g., <i>snow day, pep rally, bake sale, hang out</i>) <input type="checkbox"/> hesitate to ask questions or volunteer information <input type="checkbox"/> struggle with female leadership and working in mixed groups) 	<p>The student is new to Canada or Canadian culture and ways of living and may...</p> <ul style="list-style-type: none"> <input type="checkbox"/> be experiencing the early stages of culture shock (initial enthusiasm, confusion and withdrawal) <input type="checkbox"/> hesitate or refuse to speak but may participate with teacher encouragement and prompting <input type="checkbox"/> be overwhelmed by the cognitive, psychological, and emotional demands of living in a new country <input type="checkbox"/> misinterpret gestures, body language, eye contact or tone of voice <input type="checkbox"/> rely on observation to follow classroom expectations (arriving on time, handing in work, participation, group work, routines, etc.) <input type="checkbox"/> struggle to understand and adapt to typical Canadian classrooms (participating in group work, critical thinking, sharing opinions, valuing original ideas, participation in physical activity) <input type="checkbox"/> be reluctant to make eye contact <input type="checkbox"/> engage in inappropriate physical contact for Canadian schools <input type="checkbox"/> misunderstand sense of personal space and property ownership <input type="checkbox"/> struggle to adapt to Canadian school schedule times <input type="checkbox"/> act out, hit, or grab to seek attention because of inability to communicate effectively <input type="checkbox"/> have parents who have different expectations with regards to independence (parent feeding child at lunch, dressing child, etc.) <input type="checkbox"/> resist female leadership <input type="checkbox"/> appear uncomfortable working in mixed-groups
	Universal Examples of Support: At all levels, the teacher can...		
<p>Students develop intercultural understandings as they learn to value their own culture, language and beliefs, as well as those of others.</p> <p>Possible Sources of Information:</p> <ul style="list-style-type: none"> • File review • Observations • Initial Assessment • Spring Census • District assessment <p>Consultation with:</p> <ul style="list-style-type: none"> • Classroom teacher • ELL Teacher • Content area specialist(s) • Counsellor • Administration • Family • Settlement Worker • Educational Assistant • Peer tutor 	<p>Relationships:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have students reflect on cultural similarities and differences <input type="checkbox"/> identify shared cultural beliefs and practices <input type="checkbox"/> use a buddy system for orientation to school and class routines <input type="checkbox"/> compare Canadian and other cultural greetings, manners, birthdays, celebrations <input type="checkbox"/> explain the significance of a range of cultural events and celebrations <input type="checkbox"/> challenge stereotypes and prejudices <input type="checkbox"/> help students to develop empathy for others through stories of resilience and overcoming challenges <input type="checkbox"/> involve students' culture and family in school events and projects <input type="checkbox"/> group students with first language peer(s) at times <input type="checkbox"/> encourage students to extend English skills in social experiences beyond the school setting <input type="checkbox"/> hold parent orientation meetings with cultural interpretation and Settlement Worker support <input type="checkbox"/> work with a Settlement Worker to help share cultural understandings and connect with community support network 	<p>Classroom Environment/Climate:</p> <ul style="list-style-type: none"> <input type="checkbox"/> use clear and consistent visual signals and cues <input type="checkbox"/> celebrate students' first language and culture <input type="checkbox"/> affirm the importance of pronouncing names correctly <input type="checkbox"/> post welcome signs in a variety of languages <input type="checkbox"/> post visuals representative of various cultures <input type="checkbox"/> post a world map and use it in teaching <input type="checkbox"/> seat the ELL student near the middle or front of the class, at times with a first language peer <input type="checkbox"/> follow and visually display predictable routines in order to create an environment of security and stability <input type="checkbox"/> create an inclusive, respectful classroom <input type="checkbox"/> create a sense of belonging for every student <input type="checkbox"/> learn greetings and a few common expressions in the home languages <input type="checkbox"/> label classroom objects and materials <input type="checkbox"/> have students role play different ways to resolve conflict through words or comic books and stories <input type="checkbox"/> have discussions on knowledge, beliefs and practices of different cultures <input type="checkbox"/> explore with students the challenges and benefits of living in a culturally diverse society 	<p>Resources/Activities:</p> <ul style="list-style-type: none"> <input type="checkbox"/> have students listen to a wide range of speakers via TV, movies, radio, and internet <input type="checkbox"/> bring in guest speakers with various cultural backgrounds <input type="checkbox"/> read stories, legends, fables from other cultures and discuss common themes and differences <input type="checkbox"/> embed multicultural education throughout the curriculum, making meaningful cultural connections <input type="checkbox"/> do virtual exchanges, matching students with pen pals from another school in another province or country <input type="checkbox"/> use role playing to develop language and cultural understandings <input type="checkbox"/> create collaborative tasks with mixed groups <input type="checkbox"/> provide adapted curriculum resources that refer to home cultures <input type="checkbox"/> explain idioms, slang and colloquialisms, and their cultural significance in context <input type="checkbox"/> have students share artifacts from their home country <input type="checkbox"/> have students describe contributions that various cultural groups have made to the community over time <input type="checkbox"/> have students keep a cultural portfolio in which they set goals and reflect on language and cultural learning <input type="checkbox"/> encourage the continued development of first language literacy skills