

Appendix A: Instructional Supports by Level of English Language Proficiency

Explicit Language Instruction:

intentionally teach language form, function and vocabulary in all content areas.

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<ul style="list-style-type: none"> Basic vocabulary and simple phrases and sentences to engage in classroom experiences Early literacy skills (as developmentally appropriate) 	<ul style="list-style-type: none"> Basic and utility vocabulary and structures for social interaction and academic experiences Strengthening decoding and reading comprehension Developing essential writing skills 	<ul style="list-style-type: none"> Attention to vocabulary, grammatical forms and language functions required for academic tasks Explicit instruction in reading and writing strategies 	<ul style="list-style-type: none"> Attention to broadening scope and use of vocabulary and syntax Explicit instruction in typical patterns of academic discourse for grade level (e.g., expository paragraphs, reports) 	<ul style="list-style-type: none"> Strengthening the range of language patterns for oral and written production (e.g., style, tone, voice, audience)

Adapted from Alberta Ministry of Education; Instructional Supports for Supporting English Language Learners; Programming Information.
http://www.learnalberta.ca/content/eslapb/organizing_for_instruction_instructional_supports.html

Differentiation:

attend to the curricular outcomes and alter the resources, learner tasks, teaching strategies, student products and assessment based on the proficiency of English language learner.

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<ul style="list-style-type: none"> Provide process support; e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group-generated projects Provide scaffolded opportunities for students to demonstrate their learning with end products, such as scripted and practised presentations, categorizing and labelling 	<ul style="list-style-type: none"> Provide process support; e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze, group-generated projects Provide scaffolded opportunities for students to demonstrate their learning with products, such as scripted and practised presentations, categorizing and labelling 	<ul style="list-style-type: none"> Provide scaffolded support for learning tasks; e.g., supported rehearsal for oral presentation, support for editing final products, support to expand on ideas Provide scaffolded opportunities for students to demonstrate their learning with products, such as formatted or patterned texts, structured group activities 	<ul style="list-style-type: none"> Provide scaffolded support for learning tasks; e.g., writing prompts, supported research or inquiry, problem solving with language support, support to generate a greater level of detail, support with rehearsals, editing support with more complex and specific language Have students give and receive some peer support Have students generate texts based on models 	<ul style="list-style-type: none"> Provide scaffolded support for learning tasks; e.g., specific and higher level language scaffolding Have students give and receive peer support Have students generate a variety of text types independently

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Culturally Responsive Practices: acknowledge the home language and prior knowledge of English language learners, support the use of the students' home languages to understand the English language and academic concepts, and encourage opportunities for students to share their cultures.

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<ul style="list-style-type: none"> • Use first language buddies • Use dual language books and texts • Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms • Organize centre activities that reflect various cultures; e.g., imaginative play area provides clothing from many cultures 	<ul style="list-style-type: none"> • Encourage students to generate first draft writing in their first language • Pre-teach language and socio-cultural norms for participating in cooperative learning tasks • Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms • Use a storytelling approach to introduce new information • Teach culturally appropriate social interaction skills for conflict resolution 	<ul style="list-style-type: none"> • Explicitly teach background information related to Canadian culture, including First Peoples perspectives • Ensure materials represent multicultural perspectives; e.g., food, shelters and structures, landforms • Provide translation and first language interaction opportunities 	<ul style="list-style-type: none"> • Select materials that demonstrate multiple perspectives; e.g., global literature • Model expectations related to Canadian forms of products and assignments; e.g., essays, lab reports • Provide technologies to access multiple sources of information in multiple languages 	<ul style="list-style-type: none"> • Provide students with opportunities to demonstrate understanding through their culture • Address stylistic differences in literature and discourse patterns in writing between languages/ cultures

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Resources:

engage students through multimodal resources representing multiple perspectives..

Beginning (1)	Developing (2)	Expanding (3)	Consolidating (4)	Bridging (5)
<ul style="list-style-type: none"> • Realia and visuals to build background knowledge • Manipulatives • Simple levelled texts, high interest/low vocabulary texts, modified texts, visually supported texts • Video with an adjusted rate of speech, subtitles, essential concepts only • Pre-selected websites and apps at an appropriate level • Digital tools; e.g., translator dictionary, text-to-speech and speech-to-text software • Interactive multimedia at appropriate level 	<ul style="list-style-type: none"> • More specific realia and visuals to build background knowledge • Manipulatives • Texts introducing design features, high interest/low vocabulary texts, modified texts, abridged texts, visually supported texts • Video with an adjusted rate of speech, subtitles, essential concepts, with some detail • Preselected websites at an appropriate level • Technologies; e.g., translator dictionary, text-to-speech and speech-to-text software • Interactive multimedia at appropriate level 	<ul style="list-style-type: none"> • Realia to activate prior knowledge • Visuals with text, concept maps • Manipulatives • Highly formatted texts, levelled texts, abridged texts, visually supported texts • Video with appropriate content and supporting visuals • Choice of preselected websites and apps at an appropriate level • Technologies; e.g., translator dictionary, text-to-speech and speech to text software • Interactive multimedia at appropriate level 	<ul style="list-style-type: none"> • Realia to activate prior knowledge • More detailed visuals with text with increased vocabulary, e.g., diagrams, concept maps, might be student generated • Manipulatives • Highly formatted texts • Video with appropriate content and visuals • Student-selected websites with teacher support • Technologies; e.g., translation tools, online thesaurus/ dictionary • Interactive multimedia at appropriate level 	<ul style="list-style-type: none"> • Realia to activate prior knowledge • Visuals with increased complexity and specificity, e.g., diagrams, concept maps, might be student generated • Manipulatives • Highly formatted texts • Video with appropriate content and visuals • Independent selection and navigation of websites and apps • Technologies; e.g., translation tools, online thesaurus/ dictionary • Interactive multimedia at appropriate level

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