Welcoming ELL Students Handbook

What is the difference between ELL, ESL and ELD?

Over the last few years the terms **ESL** and **ELL** have both been used to refer to a student that his/her first language is not English or is a different dialect of English. The term ELL has been used in the United States for many years. This term better describes the learner especially if English may be the learner's third language. ELL encompasses both learners that are learning English as their second language and also learners that are learning English as their third or fourth language.

ELL **English Language Learner**	ESL **English As a Second Language**	ELD **English Language Development**
-refers to the learner	-refers to the type of program provided for the English language learner	-refers to the type of program provided for the English language learner with limited prior schooling

The ELL in an ESL Program has or may have...	The ELL in an ELD Program has or may have...
** May be born in Canada or a newcomer from another country	
age appropriate first language literacy	**low first language** literacy
age appropriate education in their first language	limited educational experiences and/or gaps in their education
limited English language proficiency	limited English language proficiency
lived in a refugee camp and/or experienced trauma	have lived in a refugee camp and may have experienced trauma.

What are the Codes for English Language Learners?

(from ESL/ELD Register Memo Aug. 2011)

AW   Fundable students waiting for support and who have recently arrived in Canada (4 years or less September 2007) and who are in JK and SK.

BW   Students born in Canada and who speak a language other than English at home and who are in a JK or SK class.

A   Students who have arrived in Canada within the past 4 years (Sept 2007 to present) JK-Gr.12 from a country **other than** Australia, Ireland, New Zealand, the United Kingdom and the USA.

B   Students who were **born in Canada** but who speak a language other than English in their home and who have not yet developed the English language skills necessary for success in their school programs.

M   Former funded ELLs who **no longer qualify for funding** under the Language Grant (arrived prior to September 2007) but still require direct ESL/ELD support and/or adaptations to the regular program.

Who Needs to be Assessed?

1. Students who are new to Canada, entering the Ontario school system for the first time and whose first language is not English.

2. Any student from a French language school in Canada.

3. All International students.

4. All students who attended schools where English was not the language of instruction.

5. Any student who is new to the Hamilton-Wentworth District School Board and whose first language is a language other than English.

NOTE: Children 4 and 5 years of age are not assessed at the Assessment Centre.

What is an ESL Assessment for?

- Assess students to identify academic skills and literacy proficiency in Mathematics and English.

- Identify the appropriate level of language and literacy acquisition.

- Provide access to translator/interpreter services to gather personal history and academic background.

- Inform teachers of program adaptations and recommend instructional interventions and strategies.

- Provide information on programs available within the school board and community.

➢ **Note – a copy of the report must be filed in the student's OSR

Who makes the appointment for the students?

- the office administrators

- the ESL teachers

- the SWIS workers

Office Hours:
Monday to Friday 8:30 a.m. to 4:00 p.m.

**Phone:** (905) 521-2554
Fax: (905) 521-255

PO Box 2558
Education Centre   100 Main Street West, Main Floor, Hamilton ON L8N 3L1

What information does the <u>Assessment Report</u> provide?

<u>Assessment Report includes:</u>

- date of birth, citizenship information, if ELL or ELL with prior schooling (ELD programming)

- date of entry into Canada, country of origin, last country of residence, languages spoken at home

- prior educational experience and suggested grade placement

- 4 sections <u>Oral and Visual Communication</u>, <u>Reading,</u> <u>Writing</u> and <u>Overall Program Considerations</u> provided and also a suggested ESL/ELD stage is given for each section

- Note: the <u>Overall Program Section</u> provides detailed information about the student's family background, lifestyle, previous schooling and any emotional/physical trauma experienced would be included in this section

- The **Assessment Report** is e-mailed to the school and also the ESL teachers, please let the ESL teachers know if you have not received an Assessment Report

- The **Assessment Report** needs to be filed into the <u>OSR</u>


OPPORTUNITIES IN EDUCATION

ASSESSMENT CENTRE

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD
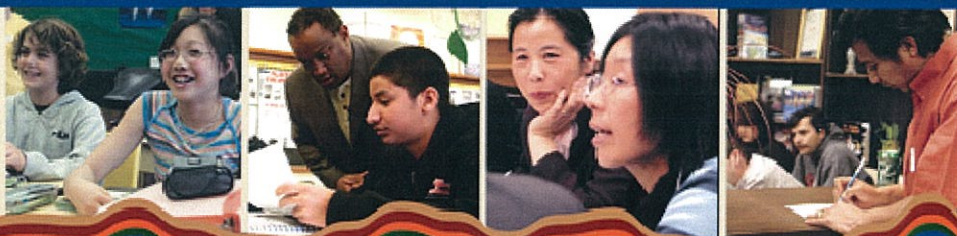
EQUITY DEPARTMENT

# What do I do in the first weeks of school with beginner ELLs?

1. Look at the **Assessment Report** for the ESL/ELD student to learn about their strengths and weaknesses as well as learning about their background information. This is a great tool to learn some detailed social and academic information about your new student.

2. Assign a **buddy/peer tutor**: pair the newcomer student with a helpful classmate to help them find their way around school, learn routines and get used to the new environment. If possible, pair the new student with a peer who shares the same first language.

3. **School Work** – the new English language learner can begin to participate right away.

- draw the flag of their native country: find world flags at **www.iband.com**

- make classroom labels in their first language, to be paired with the English version. You can find free classroom labels at: **www.abcteach.com**

- make a bilingual picture dictionary of classroom vocabulary

- write a journal in the first language.

- ask the ESL teacher for some dual language picture dictionaries. You can also purchase bilingual dictionaries at **www.mantralingua.com**

- Here you can find **My Talking Dictionary** – available in 48 dual language editions and it comes with an interactive CD rom. ($20.00 US per language).

- To help students begin to write letters and learn letter sounds, refer to page 10 of **Many Roots, Many Voices** – here you will read about tips on how to teach the alphabet to beginner English Language Learners.
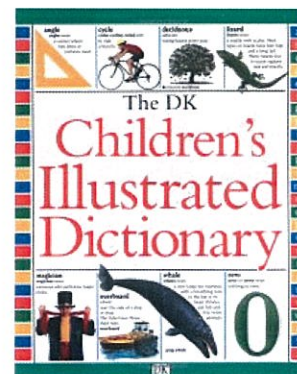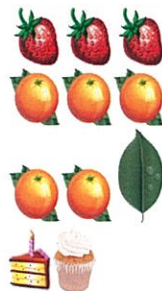
Stories about Newcomers - Celebrations, Family and Struggles

1. **Marianthe's Story** – Aliki (1999)   ISBN 0-688-15661-4

2. **Cleversticks** – Ashley Bernard (1993) ISBN 0-00-663855-4

3. **One Green Apple** – Eve Bunting (2006) ISBN 0-618-43477-1

4. **I Am of Two Places: Children's Poetry** (1997) –

Mary Carden and Mary Cappellini   ISBN 0-7635-3161-8

5. **The Name Jar** – Yangsook Choi (2001)   ISBN 0-375-80613-X

6. **Speak English for Us, Marisol!** - Karen English (2000) ISBN 0-8075-7554-2

7. **The Lotus Seed** – Sherry Garland (1997)   ISBN 0-152-01483-7

8. **The Colour of Home** – Mary Hoffman (2002) ISBN 0-7112-1940-0

9. **I Hate English!** - Ellen Levine (1989) ISBN 0-590-42304-5

10. **Just Like Home/Como en mi tierra** – Elizabeth Miller (1999) ISBN 0-8075-4069-2

11. **From Far Away** – Robert Munsch (1995) ISBN 1-55037-396-X

12. **My Name is Yoon** – Helen Recorvits (2003) ISBN 0-374-35114-7

13. **Nadia's Hands** – Karen English   ISBN 1-56397-667-6

14. **Muslim Child** – Rukhsana Khan   ISBN 0-929141-96-2

15. **Samira's Eid** - Aktar Nasreen ISBN 1-852691-22-0

16. **From Far and Wide** – Jo Bannatyne-Cuget   ISBN 0-88776-443-6

17. **Grandfather's Journey** – Allen Say   ISBN 0-395-57035-2

18. **My Name is Bilal** – Uddin Mobin   ISBN 1590781759

19. **Sumi's First Day of School Ever** - Soyung Pak ISBN 0-670-03522-X

20. **Name Calling** - Itah Sadhu   ISBN 0-88961-204-8

21. **Playing War** – Kathy Beckwith   ISBN 0-88448-267-7

22. **The Day of Ahmed's Secret** – Florence Parry Heide   ISBN 0-688-14023-8

23. **The Roses in My Carpets** – Rukhsana Khan ISBN 1-55005-069-9

24. **The Whispering Cloth: A Refugee's Story** – Pegi Deitz Shea ISBN 1-56397-623-4

English
Cantonese
French
Punjabi
Spanish
Arabic
Portuguese
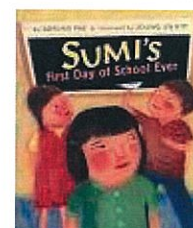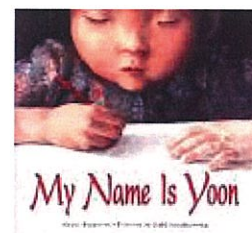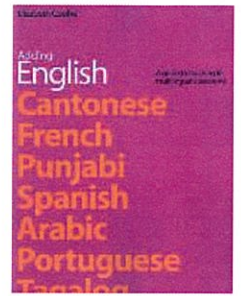
Why is it Important for Parents and Children to Maintain Their First Language?

(From Elizabeth Coelho – OISE UofT)

Children who start learning English when they begin school are not at a disadvantage – as long as they maintain and continue to develop their first language.

Reasons to Continue Developing the Home Language (L1):

1. Maintaining your first language in the home helps families maintain good communication and close family ties.
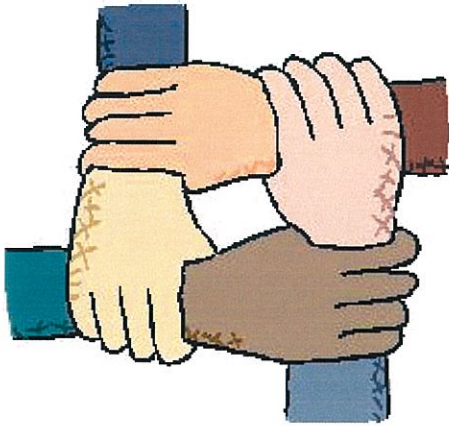
2. The first language is an important source of pride and cultural identify for children who are living in two cultures.

3. Children who think and work in more than one language are more mentally flexible.

4. Children who continue to develop their first language will learn English better than children who stop developing their first language when they enter and English-language school environment.

5. It takes at least **5 years** for children to learn English sufficiently well to be able to do the kind of thinking, problem solving, reading and writing that they have to do in school. It is to their advantage if they can continue to think and solve problems in their first language, at least until English catches up.

6. Bilingual children are good language learners when learning French or any other language at school.

7. People who are fully bilingual may have more opportunities for employment.

What are Some Ways to Accommodate for English Language Learners?

Accommodations are provided to the learner: accommodate the teaching/learning process to meet student needs and allow demonstration of grade level expectations (**change the how**)...provides necessary scaffolding for learners as they develop English proficiency. The curriculum expectations are not changed.

Modifications are changes made to curriculum expectations: (**Change the what**)...complexity or content may be reduced, some may be eliminated or the scope may be decreased. Differentiate the content o

Accommodate the Process	Accommodate the Content	Accommodate the Product
✓ Allow use of visual cues/materials	✓ Use visuals	✓ Provide word banks for vocabulary during tasks and tests
✓ Use of graphic organizers	✓ Concrete materials	✓ Create choice of summative tasks (e.g. oral vs. written, graphic organizers, cloze sentences).
✓ Use of students' first language	✓ Provide bilingual picture dictionaries	✓ Extended time lines
✓ Pre-teaching of key words (build background knowledge)	✓ Use high interest low vocabulary materials	✓ scribe
✓ simplification/repetition of instructions as needed	✓ Chunking of information	✓ Reduce number of questions/tasks
✓ Simultaneous use of oral and written instructions		
✓ Scribe		

What type of support will I receive from the ESL/ELD teachers?

Programming Considerations:

- Level of Language Acquisition

- Needs of Students: ESL? ELD? Special Needs?

- Background of student

- Scheduling issues

- Information from Initial Assessment Reports

Programs:

Withdrawal (for Stage 1 ELLs):

- Intensive support

- Beginner ELLs

- Small group

- Focused instruction

- Peer age groupings

- Focus on language learning and curriculum

- Uninterrupted blocks of time

In-Class Support or Integrated Classroom Support (late Stage 2 and Stage 3 ELLs):

- ESL/ELD teacher and Classroom teachers work collaboratively

- Collaboration in planning, instruction and assessment

- Ongoing assessment determines levels of scaffolding needed

- Goal of 60% of ESL/ELD teacher's time

Programming Initiatives:

- ALPHA Program

- Newcomer/ Welcome Classes

What are some on-line resources and practical hand-outs I can use with my ELLs?

Ontario Ministry of Education Resources to Support ELLs

- **English Language Learners/ESL and ELD Programs and Services,** Policies and Procedures for Ontario Schools, Kindergarten to Grade 12 **www.edu.gov.on.ca/eng/document/esleldprograms/index.html**
- **Many Roots, Many Voices**: Supporting English language learners in every classroom **www.edu.gov.on.ca/eng/document/manyroots/**
- **Supporting English Language Learners with Limited Prior Schooling**: Gr. 3 to 12 **www.edu.gov.on.ca/eng/document/manyroots/schooling.html**
- **Supporting English Language Learners in Kindergarten**: **www.edu.gov.on.ca/eng/document/kindergarten/index.html**
- **Supporting ELLs: A practical guide for Ontario educators,** Grs. 1 to 8 **www.edu.gov.on.ca/eng/document/esleldprograms/guide.html**
- **ELL Voices in the Classroom** **www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/ELL_Voices09.pdf**
- **Promoting Literacy in Multilingual Contexts** **www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Cummins.pdf**
- **Newcomer's Website – Settlement.org:** provides information and suggestions for success in school in many different languages. Many documents for parents can be downloaded from this site **www.settlement.org**
- **Children's Books online** **www.childrensbooksonline.org/library.htm**
- **Thornwood School – link to online dual language resources** **http://thornwood.peelschools.org/Dual/weblinks.htm**
- **International Children's Digital Library** **www.icdlbooks.org/**
- **Math concepts translated into various languages** **www.glencoe.com/sec/math/mlg/mlg.php**
- **http://www.multiliteracies.ca//index.php** – go to SCHOOLS and view a variety of multilingual projects from schools across Canada
- Free online encyclopedia in many different languages **http://www.wikipedia.org/**
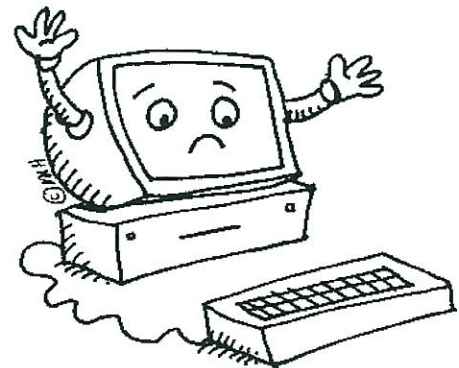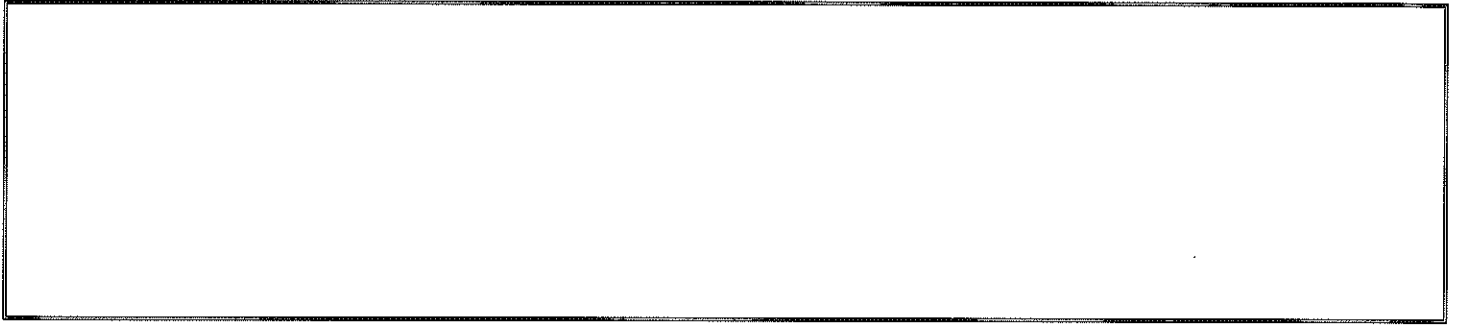
Websites for Parents

1. **Link to Learning**

www.linktolearning.com

- Connects to many other sites for games and activities to practise reading. It is organized by subject and grade for the Ontario curriculum (Grades 1-8)

- Story Bear - reads stories along with you.
- Game Goo

2. **Kids Spelling, Grammar and Writing**

http://www.netrover.com/~kingskid/writing/Kids_Writing.html

- Games for letters and sounds, learning to write sight words and story writing.

3. **tvokids**

www.tvokids.com

- Games for learning letter names and sounds, rhymes and reading words.

4. **Word Play for Kids**

http://www.pitara.com/activities/wordplay/

- Identify the objects (preschoolers) – children can look at the images and choose written words for the pictures.

5. **StarFall.com**

www.starfall.com

- Click ABC's to see letters and learn their names and sounds.
- Click Learn to Read to match sounds and sound out words.
- Click It's Fun to Read – read words along with the computer.
- Click I'm Reading – read stories with help from the computer.
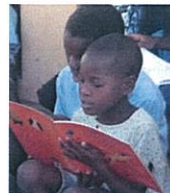
6. **SillyBooks.Net**

http://www.sillybooks.net
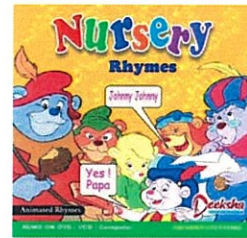
- Choose a story or a nursery rhyme. It will be played and the words along the bottom of the screen light up while you listen or sing along.

7. **Read Please 2003**

http://readplease.com

- Download a free text-to-speech program which recites text appearing on your computer screen.

8. **Bembo's Zoo**

http://www.bemboszoo.com

- Click on letters to see and hear words beginning with that letter.

9. **Sadlier Oxford**

http://sadlier-oxford.com/phonics

- Fun games to teach phonics and reading.

10. **Scholastic**

http://teacher.scholastic.com/activities/bll/index.htm
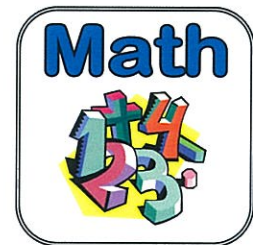
- Games for kids to play – rhyming activities and spelling
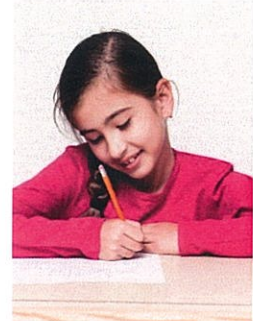
11. **Fun Brain**

www.funbrain.com

- Many different games for language and math practise.

12. **English Online**

www.english-online.org.uk/games/gamezone2.htm

13. **Read Write Think**

www.readwritethink.org

Under "student materials", there are interactive graphic organizers for persuasive writing etc. that are printable.