

English Language Learner (ELL) Profiles

2008

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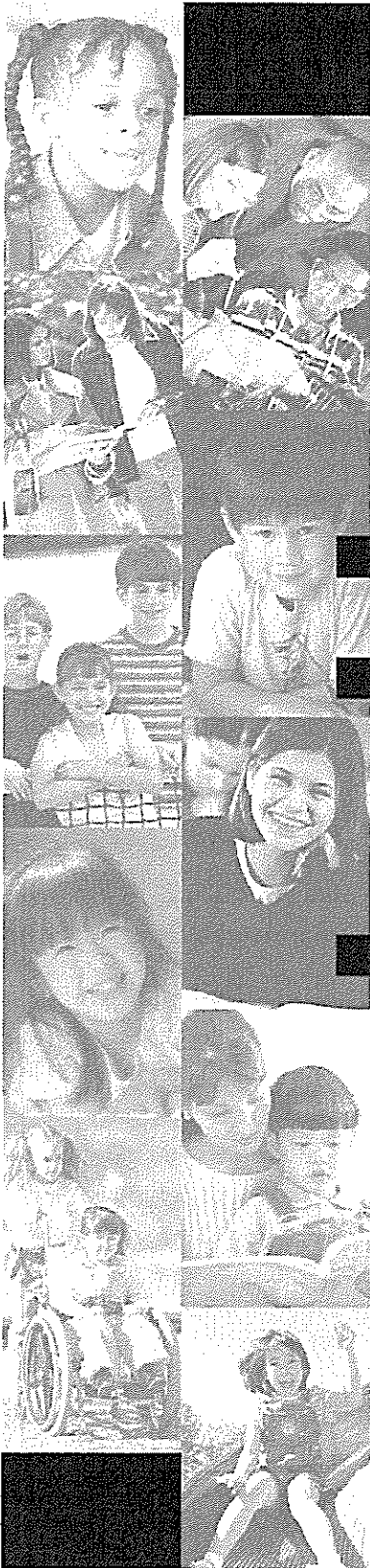
Bill Hogarth
Director of Education

Bill Crothers
Chair of the Board

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MISSION

We unite in our purpose to inspire and prepare learners for life in our changing world community.

VISION

We are the faces of public education. We understand our gifts and challenges. We are motivated by our dreams and act towards their fulfillment. We respect and celebrate our differences. We invite and value the spirit of community, creativity, and personal growth. We support each other. We have joy in who we are and who we are becoming.

VALUES

- We recognize and celebrate excellence, and the heart-felt efforts and contributions of our community.
- We strive for equity, inclusiveness, and diversity in all our programs, practices, facilities, and people.
- We value dedication and commitment.
- We value and will respond in an appropriate manner to the voices, ideas, and understanding of all our community members.
- We believe it is the right and responsibility of everyone to ensure a safe nurturing community.
- We embrace the spirit of innovation that acts to realize opportunities to transform our vision into reality.
- We are all responsible for our words and actions.

Acknowledgements:

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YORK REGION DISTRICT SCHOOL BOARD

ENGLISH LANGUAGE LEARNER PROFILES

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Shared Beliefs and Understandings

In the York Region District School Board, we are committed to four basic shared beliefs and understandings.

1. All students can achieve high standards given sufficient time and support.
2. All teachers can teach to high standards given the right conditions and assistance.
3. High expectations and early and ongoing intervention are essential.
4. Teachers need to be able to articulate what they do and why they teach the way they do (be theory-and evidence-based rather than trade-based).

YRDSB Guidelines for Literacy, 2007

Purpose

The purpose of this document is to provide English Language Learner (ELL) profiles that will support teachers when analyzing student writing samples for their strengths, needs, and instructional next steps. To demonstrate the continuum of language acquisition, learner profiles have been identified from each of the four English as a Second Language stages as outlined in the Ministry of Education document, *English as a Second Language/English Literacy Development – A Resource Guide, 2001*.

The Learner Profile

Each learner profile contains the following framework to provide a context for teacher decision-making:

- background information (e.g., first language, country of origin, previous education etc);
- sample context (e.g., sample date, information about preceding lessons and/or activities, instructional approach using the Gradual Release of Responsibility);
- writing sample;
- student strengths based only on the sample;
- student needs based only on the sample; and
- instructional focus.

Student Strengths ➡ Student Needs ➡ Instructional Focus

Process of Teacher Moderation

The writing team reviewed various ELL samples and collaboratively identified the ESL stage, using the criteria identified in the Ministry of Education document *English as a Second Language/English Literacy Development – A Resource Guide, 2001*. This process involved a series of meetings and in-depth discussions about each individual sample and a comparison of all samples to reflect the various stages of language proficiency. Teachers then identified the strengths, needs and instructional focus for each ELL Profile. The teacher moderation process provided an opportunity for consensus building, enhanced understanding of ELL profiles and the alignment of ELL strengths and needs to instructional focus.

Defining the English Language Learner

Who are English Language Learners?

The term English Language Learner (ELL) is used by the Literacy and Numeracy Secretariat and Ministry of Education to describe students who are acquiring English as an additional language(s). There are two programs to support their language acquisition: English as a Second Language (ESL) and English Literacy Development (ELD).

Students enrolled in ESL programs may include:

- newcomers who arrive in Canada as part of a voluntary, planned immigration process or as a result of a crisis in their home country. They have received formal education in their home country, and some may have studied English as a foreign language.
- Canadian-born children from Aboriginal communities where a first language other than English is spoken.
- Canadian-born children from communities that have maintained a distinct cultural and linguistic tradition such as Francophone communities.

Students enrolled in ELD programs may include:

- newcomers who arrive in Canada as part of a voluntary, planned immigration process or as a result of a crisis in their home country. They may have had limited or no access to formal education resulting in limited opportunities to develop language and literacy skills in any language.
- newcomers whose first language is a variety of English significantly different than the one used for instruction in Ontario schools with large gaps in their education.

To meet the needs of our English Language Learners, program supports may include direct programming support from an ESL/ELD teacher/designate and/or targeted classroom instruction and supports provided by the homeroom and content area teachers.

Language Acquisition

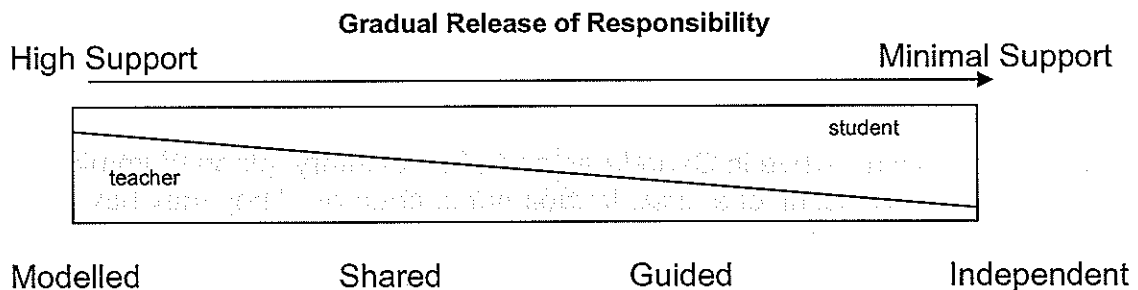
Current research indicates that it may take English Language Learners five to seven years to achieve English language proficiency similar to that of their English speaking peers. Language acquisition involves a developmental continuum of skills; there are four stages of ESL and ELD programming. Generally, English Language Learners (ELL) acquire proficiency and fluency in day-to-day language within the first two years. Academic language, the language of the classroom and textbooks, takes much longer to learn because of its complexity, low frequency vocabulary, and unfamiliar context.



- Basic Interpersonal Communication Skills (BICS) is the everyday language of communication including the language of social interaction.
- Cognitive Academic Language Proficiency (CALP) is the language of instruction including idiomatic and metaphorical references.

The Gradual Release of Responsibility

The Gradual Release of Responsibility provides teachers with the choice of instructional approaches based on student strengths, needs and instructional focus. Within a classroom students' needs are differentiated and therefore, instructional approaches will vary with different groups of students.



Although the four approaches listed provide a foundation for effective literacy instruction, there are many instructional strategies which support literacy development (e.g., Reader's Theatre, literature circles, interactive writing etc). For further information please refer to YRDSB *Guidelines for Literacy, 2007*.

For further ELL resources and supports consider the following:

- ELL teacher
- ELL Consultants
- ESL\ELD Ministry Curriculum Documents
- ELL Network and Professional Development sessions
- ELL Sharepoint
<https://teamserver.yrdsb.net/department/cis/esl/default.aspx>
- Literacy@School Demonstration Classrooms
- Media Resource Kits available from the YRDSB Media Library



Language Proficiency Guidelines for ESL Programs

STAGE	LISTENING AND SPEAKING	READING	WRITING	SUGGESTED ASSESSMENT STRATEGIES
The student typically ...				
ESL Stage 1	<ul style="list-style-type: none"> ✓ follows daily classroom routines ✓ uses first language to process their thinking and learning ✓ uses single words and learned phrases to communicate needs, thoughts, and opinions 	<ul style="list-style-type: none"> ✓ reads high frequency vocabulary ✓ reads simple sentences with visual supports ✓ reads print, not cursive text 	<ul style="list-style-type: none"> ✓ writes words, short phrases, or simple sentences with organizational supports (e.g., sentence stems) 	<ul style="list-style-type: none"> ✓ matching sentence parts or ideas ✓ labeling diagrams ✓ participating in oral assessments ✓ fill in the blanks ✓ using graphic organizers <p>*All activities should include vocabulary supports.*</p>
ESL Stage 2	<ul style="list-style-type: none"> ✓ speaks in short sentences ✓ follows and contributes to everyday and familiar academic conversations ✓ participates in whole class discussions, with support 	<ul style="list-style-type: none"> ✓ reads adapted fiction and non-fiction text selections, with visual supports ✓ identifies, with teacher support, text elements (e.g., main idea, characters, setting, mood) and some supporting details 	<ul style="list-style-type: none"> ✓ writes simple sentences ✓ writes short paragraphs, with teacher support 	<ul style="list-style-type: none"> ✓ matching activities with vocabulary provided ✓ answering literal true or false questions ✓ providing short responses to questions ✓ completing lists ✓ using graphic organizers <p>*Bilingual dictionaries are still required*</p>
ESL Stage 3	<ul style="list-style-type: none"> ✓ participates in everyday discussions and unfamiliar academic topics, with support ✓ responds with increasing detail in a variety of contexts and classroom groupings on familiar and unfamiliar topics 	<ul style="list-style-type: none"> ✓ reads from a wide variety of texts, with some supports (e.g., subheadings, captions) ✓ uses some comprehension strategies 	<ul style="list-style-type: none"> ✓ writes linked paragraphs, with teacher support ✓ writes using a variety of forms with organizational supports 	<ul style="list-style-type: none"> ✓ answering short questions ✓ composing short paragraphs ✓ using graphic organizers

Language Proficiency Guidelines for ESL Programs (cont'd)

STAGE	LISTENING AND SPEAKING	READING	WRITING	SUGGESTED ASSESSMENT STRATEGIES
The student typically ...				
ESL Stage 4	<ul style="list-style-type: none"> ✓ participates in everyday and academic classroom discussions and activities ✓ uses complex language structures with increasing accuracy and vary their vocabulary choice 	<ul style="list-style-type: none"> ✓ reads from a wide variety of text sources, with some teacher support, for complex language structures and unfamiliar terminology and/or contexts 	<ul style="list-style-type: none"> ✓ writes for a variety of audiences and purposes using appropriate forms, with some support ✓ includes grade-appropriate vocabulary with increasing accuracy 	<ul style="list-style-type: none"> ○ answering multiple-choice questions with glossary provided ○ composing linked paragraphs ○ preparing an oral presentation

Notes to Teachers:

- 1) Students at any ESL overall stage may be more or less proficient in each specific skill area. For example, a student at Stage 3 may also be demonstrating skills within Stage 4 for speaking. It is best to discuss the specific skill level of any student with the ELL teacher or refer to the Ministry of Education, ESL/ELD Resource Guide, 2001.
- 2) Teachers should begin the year using strategies for instruction and assessment appropriate for the ESL/ELD stage that the student has completed as these expectations are exit indicators.

Language Proficiency Guidelines for ELD Programs

STAGE	LISTENING AND SPEAKING	READING	WRITING	SUGGESTED ASSESSMENT STRATEGIES
The student typically ...				
ELD Stage 1	<ul style="list-style-type: none"> ✓ responds using learned standard English phrases ✓ responds to everyday conversations using words and short phrases, with teacher support 	<ul style="list-style-type: none"> ✓ reads some high frequency words ✓ reads classroom labels and interprets visuals 	<ul style="list-style-type: none"> ✓ copies text accurately ✓ completes simple sentence stems with single words 	<ul style="list-style-type: none"> ✓ matching pictures to words ✓ participating in individual oral assessments
ELD Stage 2	<ul style="list-style-type: none"> ✓ uses words and short phrases to express ideas and opinions in familiar everyday conversations and scaffolded academic topics 	<ul style="list-style-type: none"> ✓ reads simple sentences that are supported visually ✓ reads classroom-created materials (e.g., anchor charts, bilingual texts) 	<ul style="list-style-type: none"> ✓ composes simple sentences using familiar vocabulary and organizational supports 	<ul style="list-style-type: none"> ✓ filling in the blanks with simplified vocabulary choices or pictures provided ✓ answering simplified true and false
ELD Stage 3	<ul style="list-style-type: none"> ✓ selects vocabulary with increasing precision and sophistication ✓ monitors their language structures and pronunciation 	<ul style="list-style-type: none"> ✓ reads sentences and simple paragraphs ✓ begins to identify the main idea and some supporting details using adapted texts 	<ul style="list-style-type: none"> ✓ composes and links simple sentences on everyday and academic topics, with organizational and teacher support 	<ul style="list-style-type: none"> ✓ answering simplified multiple-choice questions ✓ matching activities ✓ filling in the blanks with vocabulary choices provided ✓ answering true / false questions

Language Proficiency Guidelines for ELD Programs (cont'd)

STAGE	LISTENING AND SPEAKING	READING	WRITING	SUGGESTED ASSESSMENT STRATEGIES
The student typically ...				
ELD Stage 4	<ul style="list-style-type: none"> ✓ participates in conversations ✓ participates in academic discussions on familiar and unfamiliar topics, with teacher support 	<ul style="list-style-type: none"> ✓ reads adapted fiction and nonfiction texts, with increasing independence ✓ uses some comprehension strategies to understand unfamiliar adapted texts 	<ul style="list-style-type: none"> ✓ composes simple paragraphs on everyday and academic topics, with organizational support 	<ul style="list-style-type: none"> ✎ composing short answers ✎ writing journal responses ✎ answering multiple-choice questions

Notes to Teachers:

- 1) There are two distinct groups of ELD students. Some students may come from a country in which English is their first language but they have had limited or no experience acquiring literacy skills in reading and/or writing. Other students come from countries in which English is not spoken and may have had little or no formal education and development of literacy in their first language. Thus, skills are listed for both groups of students. Teachers need to probe discrete skill levels to determine the learner's ability to read and write which may not align with their listening and speaking skills.
- 2) Students may not be able to participate in all activities at the start of the year, but with explicit instruction, students will move along the skills continuum. Teachers should begin the year using assessment strategies outlined in the previous ELD stage.

A Practical Guide to Supporting English Language Learners

<p>Activate Prior Knowledge</p>	<ul style="list-style-type: none"> ○ Activate students' prior knowledge by scaffolding new concepts being taught in English to their current understanding of concepts and/or vocabulary in their first language. ○ Engage English Language Learners by reflecting on their cultures and languages within the instructional approaches and classroom environment. ○ Allow English Language Learners to work in both their first language and in English, as knowledge and skills are transferable from the first language to the academic language.
<p>Make It Comprehensible</p>	<ul style="list-style-type: none"> ○ Surround and explicitly teach English Language Learners the low frequency content language specific to the curriculum subject. Provide ELLs with many opportunities to practice using the language in context. ○ Facilitate comprehension by assisting English Language Learners to connect new information to their existing knowledge and experiential background. ○ Present the language of the subject in a meaningful context supported by visual clues and manipulatives.
<p>Focused Instruction</p>	<ul style="list-style-type: none"> ○ Be clear and concise in giving instructions, making statements, and providing models for preferred ways of working. ○ Teach the learning skills and strategies that English Language Learners need to navigate the language of the curriculum and subject independently.
<p>Student Engagement</p>	<ul style="list-style-type: none"> ○ Engage English Language Learners through visual, tactile, and kinesthetic experiences to provide them with multiple ways of experiencing and learning while they are developing academic language skills.
<p>Assess with the Learner in Mind</p>	<ul style="list-style-type: none"> ○ Use authentic assessment that provides multiple opportunities for English Language Learners to demonstrate their achievement of the curriculum expectations and learning skills. ○ Use varied techniques that are developmentally appropriate and that are set in contexts familiar to the English Language Learners.

Adapted from TIPS for English Language Learners in Mathematics, Grades 7, 8, 9 Applied, 10 Applied, Ministry of Education, 2005

Strategies to Support the Acquisition of Academic Language

Oral Strategies	<input type="checkbox"/> When speaking, simplify sentence structure, and provide direct instructions.	<input type="checkbox"/> Use jargon, idiomatic speech, and figurative language sparingly, and explain the meaning when you do use it.
	<input type="checkbox"/> Model language/vocabulary you expect students to use.	<input type="checkbox"/> Explain homophones that are used (e.g., rows / rose).
	<input type="checkbox"/> Provide opportunities for students to practice vocabulary using a variety of strategies. (See <i>Think Literacy: Cross-Curricular Approaches</i>)	
Visual Strategies	<input type="checkbox"/> Print key words on the board or on a flip chart while discussing them.	<input type="checkbox"/> Connect verbal, written, and pictorial representations of the same word.
	<input type="checkbox"/> Make available vocabulary/language supports that make use of first language (e.g., charts, dictionaries, Word Walls).	<input type="checkbox"/> Identify language that might confuse English Language Learners because the words mean one thing in everyday conversation and another in content subjects (e.g., create a table). Review terms prior to teaching the lesson.
	<input type="checkbox"/> Explain structural patterns found in expository text (e.g., sequence).	<input type="checkbox"/> Have English Language Learners keep a personal word study notebook that includes key words from each lesson. Drawings, symbols, and words in their first language are appropriate additions to the vocabulary list.
	<input type="checkbox"/> Teach strategies in reading textbooks (e.g., directionality).	<input type="checkbox"/> Guide students through text before reading and have them focus on headings, subheadings, charts, graphs, visuals, symbols, etc.
	<input type="checkbox"/> Point out contextual clues that help with meaning (e.g., words such as table have a different academic meaning than in everyday language).	
Instructional Strategies	<input type="checkbox"/> Teach key vocabulary explicitly and reinforce it on an ongoing basis.	<input type="checkbox"/> Post symbols with word definitions and examples to clarify meaning.
	<input type="checkbox"/> Explain strategies and steps for completing instructional tasks and check for student understanding before students start the task independently. Present numerous examples of concepts being taught.	
	To reinforce concepts and vocabulary:	
	<input type="checkbox"/> Incorporate the systematic use of visuals and graphic organizers (e.g., Venn diagrams for relationships). <input type="checkbox"/> Move from concrete to visual to abstract representations when teaching and when asking students to present their work.	
	Make strategic use of the learner's first language to set the context for introducing new concepts:	
<input type="checkbox"/> If possible, have a peer or resource teacher use levels of English with which students are fluent, while simultaneously using the students' first language. <input type="checkbox"/> Provide access to materials written in their first language, where possible, to support the English Language Learner's literacy and cognitive development.		

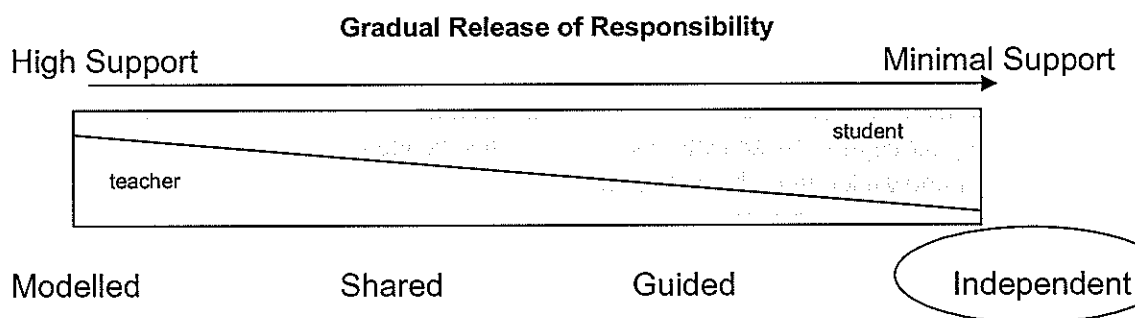
Scaffolding Strategies	<input type="checkbox"/> Have students restate other students' comments, asking a question, or adding their own idea.	<input type="checkbox"/> Demonstrate your thought process using vocabulary English Language Learners understand.
	<input type="checkbox"/> Have students use manipulatives and technology as thinking tools.	<input type="checkbox"/> Post sentence prompts for English Language Learners to use as they learn new academic language.
	<input type="checkbox"/> Use questions to help English Language Learners sort out what they understand and what they need to learn next.	<input type="checkbox"/> Have students use word maps, Word Walls, personal word study notebooks, posters, and labels.
	<input type="checkbox"/> Provide handouts that help students structure and guide their work (e.g., skeleton notes and summaries).	<input type="checkbox"/> Encourage English Language Learners to use graphic organizers, diagrams, gestures, and sketches to aid in thinking and communicating with others.
	<input type="checkbox"/> Correct errors judiciously and give positive feedback using prompts, gestures, encouragement, and praise.	
Assessment Strategies	<input type="checkbox"/> Gather as much data as possible about students' prior knowledge and experiences to help them make connections to new learning.	<input type="checkbox"/> Take into account specific gaps that might exist in English Language Learners' knowledge and experience.
	<input type="checkbox"/> Prepare students for lessons by incorporating strategies that activate and assess prior knowledge (e.g., brainstorming, providing analogies, organizers such as K-W-L charts, T charts, Venn diagrams, flow charts).	<input type="checkbox"/> Connect new knowledge to previously acquired skills and concepts.
	<input type="checkbox"/> Help students use tools with which they might be unfamiliar, such as calculators, Bunsen Burners and computer software.	<input type="checkbox"/> Check for understanding by observing their body language and facial expressions.
	Apply assessment practices that are good for all students, and that can be adjusted for English Language Learners:	
	<input type="checkbox"/> Use a wide variety of assessment strategies, such as performance tasks and conferences that allow students to demonstrate their understanding in ways other than through reading and writing.	
	<input type="checkbox"/> Observe students as they work in groups, and provide encouragement for interaction and contribution.	
	<input type="checkbox"/> Conduct frequent briefing sessions to discuss difficulties resulting from a lack of understanding of the language (e.g., clarity of directions).	
	<input type="checkbox"/> Use assessment information to guide further instruction to help students acquire the language skills needed to understand content.	
<input type="checkbox"/> Provide timely and frequent feedback on their growth in language.		
<input type="checkbox"/> Teach self-evaluation strategies and involve students in self-monitoring their learning.		
<input type="checkbox"/> Guide students in acquiring self-monitoring skills that help them identify difficulties they have in understanding what they know, need to know, and do.		
<input type="checkbox"/> Differentiate assessment by adjusting assessment tools and strategies to meet the needs of English Language Learners.	<input type="checkbox"/> Provide alternatives to written tests, (e.g. oral tests, oral presentations using presentation software).	
<input type="checkbox"/> Have English Language Learners complete graphic organizers and cloze activities for assessment tasks that depend heavily on proficiency in written English.	<input type="checkbox"/> Provide bilingual dictionaries (first language/English), or allow English Language Learners to use their personal work study notebook when taking tests.	

Adapted from TIPS for English Language Learners in Mathematics, Grades 7, 8, 9 Applied, 10 Applied, Ministry of Education, 2005

English Language Learner Profile

Name: Male **Age:** 4
Country of Origin: Sri Lanka **Date Entered Canada:** June 2006
First Language: Tamil **Language Spoken at Home:** Tamil
ESL Stage: 1 **ESL Program Type:** C - Classroom
Previous Education: None
Living With: Both parents and younger brother

Sample Context



Dates Samples Collected:

Sample 1 – February 2007
 Sample 2 – March 2007
 Sample 3 – April 2007
 Sample 4 – May 2007

Sample Context:

The teacher used modelled mini-lessons that focused on a variety of writing strategies including illustrations. The mini-lessons were based upon Lucy Caulkins' book Launching the Writing Workshop, 2003.

All samples were collected using the following process:

The teacher modelled writing strategies in a whole-group lesson. On chart paper, the teacher wrote and illustrated stories, using her own real life experiences. The students were then instructed to think of ideas from their own life and then record their thinking. During the time when the students were writing, the teacher conferenced with a select number of students. The students then shared their writing in pairs on the carpet.

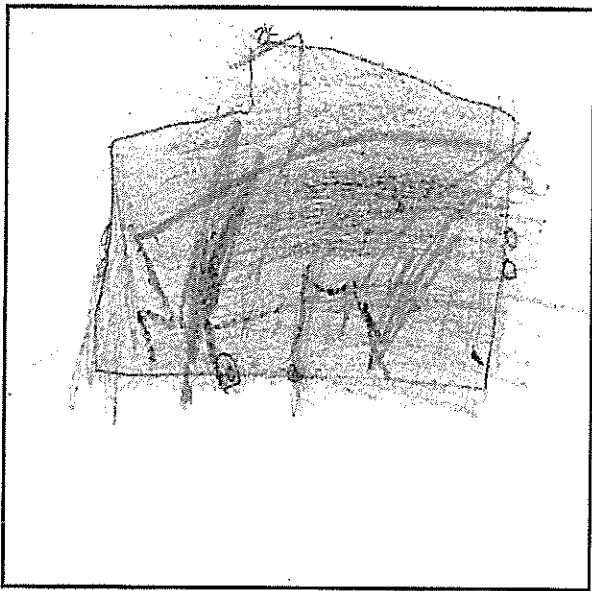
During the four months that the samples were taken, the following mini lessons were taught:

- telling stories in illustrations;
- illustrating hard to draw ideas;
- writing about real life events;
- stretching and writing words; and
- using the word wall.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths <ul style="list-style-type: none"> • uses illustrations to represent simple ideas • understands that images and print carry a message • assigns an oral message to written symbols • recognizes and prints some letters with use of a visual guide • begins to use letters and symbols to represent writing 		<i>Modelled</i>
<i>Guided</i>	Needs <ul style="list-style-type: none"> • dictate words and simple sentences to a scribe • print letters without a visual guide 	Instructional Focus <ul style="list-style-type: none"> • verbally share ideas with the teacher using sentence stems, physical object prompts and visual cues • recognize and print letters with accuracy and directionality with support 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

Mini-lessons based upon Launching a Writing Workshop (2003) a professional resource by Lucy Caulkins.



Car → scribed

Name: _____



PS NM
house car

Car

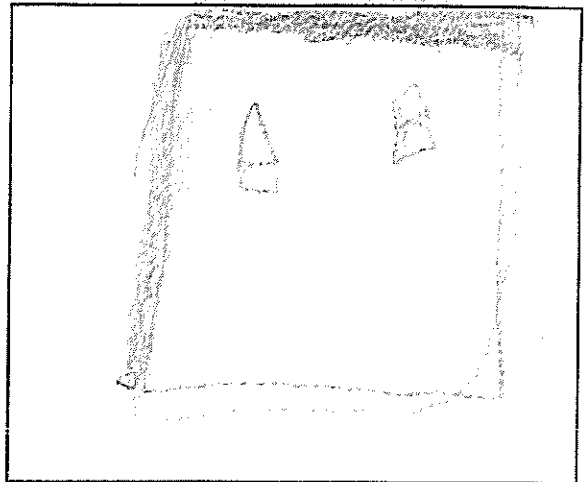
PS NM
house car

Name: _____



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house

Name: _____



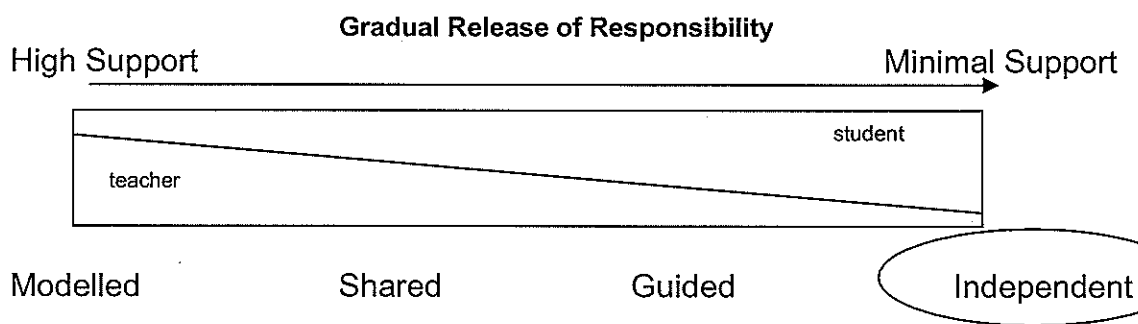
HS
house

S
House

HS
house

English Language Learner Profile	
Name: Female	Age: 4
Country of Origin: Canada	Date Entered Canada: N/A
First Language: Tamil	Language Spoken at Home: Tamil
ESL Stage: 2	ESL Program Type: C - Classroom
Previous Education: None	
Living With: Both parents and older brother	

Sample Context



Dates Samples Collected:

Sample 1 – February 2007

Sample 2 – March 2007

Sample 3 – April 2007

Sample 4 – May 2007

Sample Context:

The teacher used modelled mini-lessons that focused on a variety of writing strategies including illustrations. The mini-lessons were based upon Lucy Caulkins' book Launching the Writing Workshop, 2003.

All samples were collected using the following process:

The teacher modelled writing strategies in a whole-group lesson. On chart paper, the teacher wrote and illustrated stories, using her own real life experiences. The students were then instructed to think of ideas from their own life and then record their thinking. During the time when the students were writing, the teacher conferenced with a select number of students. The students then shared their writing in pairs on the carpet.

During the four months that the samples were taken, the following mini lessons were taught:

- telling stories in illustrations;
- illustrating hard to draw ideas;
- writing about real life events;
- stretching and writing words; and
- using the word wall.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • drawings retell personal experiences • orally tells story relating to the picture • dictates simple sentences to a scribe • recognizes and prints some letters • assigns a message to written symbols 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • associate letter symbols with meaning • use single letters to represent words • assign and use familiar words in print 	<ul style="list-style-type: none"> • manipulate letters to make connections with sound and form (e.g., use magnetic letters to deconstruct and reconstruct his/her name) • develop sound-symbol relationships at the beginning of words using sound boxes, connecting letter sounds to pictures and actions, and matching beginning letter sounds to picture cards (e.g., b – picture of a ball) • write familiar words in print with visual cues, picture cards and labeled objects in the classroom 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

Mini-lessons based upon Launching a Writing Workshop (2003) a professional resource by Lucy Caulkins.

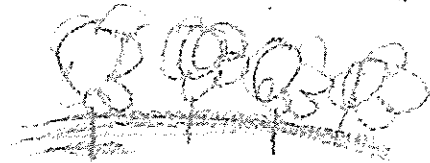
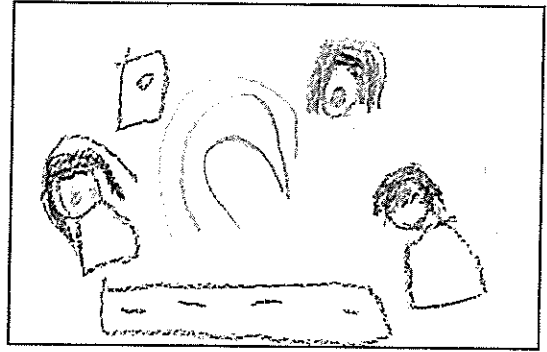
Name: _____



SH N

This is me and my brother. We are going to trick or treating.

Name: _____

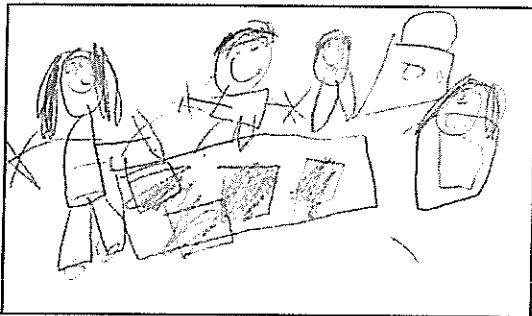


8m2BBYBPDD8DrYI96ieto
e8RPOloIRDlWChtteSeSittllrree

8m2BBYBPDD8DrYI96ieto

e8RPOloIRDlWChtteSeSittllrree
There is a rainbow and flowers on the road.

Name: _____



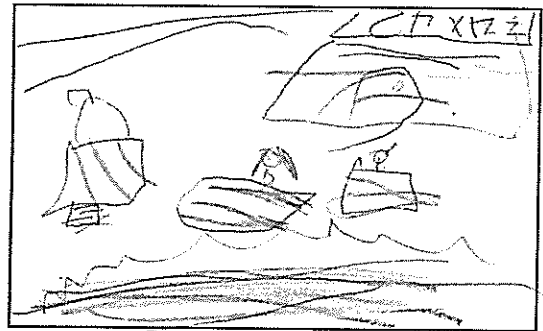
e ms ewe e
e 8 R P O l o I R D l W C h t t e S e S i t t l l r r e e

I am eating a picnic with my brother.
Apples.

e ms ewe eilaisorf

I am eating a picnic with my brother.
Apples.

Name: _____



I
I N X T u r r S i s i n N S O I K a r e I

I N X T u r r S i s i n N S O I K a r e I

I am in a boat going to school.

English Language Learner Profile	
Name: Female	Age: 5
Country of Origin: Canada	Date Entered Canada: N/A
First Language: Urdu	Language Spoken at Home: Urdu
ESL Stage: 3	ESL Program Type: C - Classroom
Previous Education: one year	
Living With: Both parents	

Sample Context

Gradual Release of Responsibility

High Support Minimal Support

teacher student

Modelled Shared Guided Independent

Dates Samples Collected:
 Sample 1 – February 2007
 Sample 2 – March 2007
 Sample 3 – April 2007
 Sample 4 – June 2007

Sample Context:

The teacher used modelled mini-lessons that focused on a variety of writing strategies including illustrations. The mini-lessons were based upon Lucy Caulkins’ book Launching the Writing Workshop, 2003.

All samples were collected using the following process:
 The teacher modelled writing strategies in a whole-group lesson. On chart paper, the teacher wrote and illustrated stories, using her own real life experiences. The students were then instructed to think of ideas from their own life and then record their thinking. During the time when the students were writing, the teacher conference with a select number of students. The students then shared their writing in pairs on the carpet.

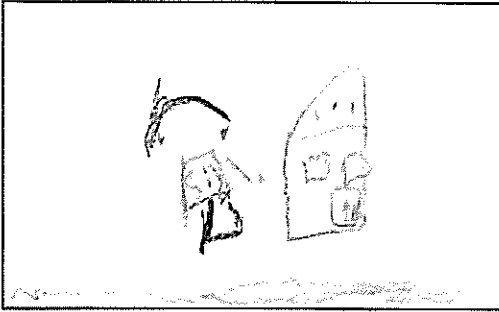
During the four months that the samples were taken, the following mini lessons were taught:

- telling stories in illustrations;
- illustrating hard to draw ideas;
- writing about real life events;
- stretching and writing words; and
- using the word wall.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • draws to retell personal experiences • dictates stories to a scribe • writes to tell a story relating to the picture • uses a variety of text forms • writes beginning and end sounds of words 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • begin to write middle sounds of words • read and write simple sight words • use spacing between words 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • isolate letter sounds in words using instructional strategies and resources (e.g., stretching out words, sound boxes) • introduce sight words in context, (e.g., a, the, and, me, my, I) through poems, stories, anchor charts, highlighting chosen words (e.g., wikki sticks, highlighting tape) • teach spacing using manipulatives (e.g., spacing sticks, finger) 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:
 Mini-lessons based upon Launching a Writing Workshop (2003) a professional resource by Lucy Caulkins.

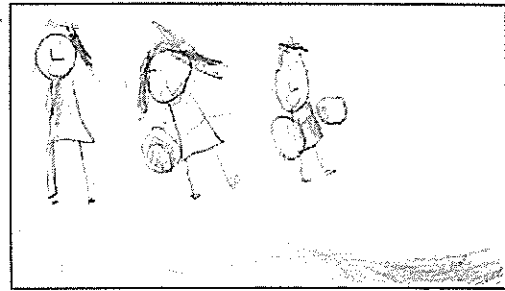
Name: _____



~~When I was coming from school, I picked up the snow and throwed it at the window.~~
SPICNOF

taioms t2SKL DaN
DaizsNoDadPosNNtROVDOSFisNO
When I was coming from school, I picked up the snow and throwed it at the window.

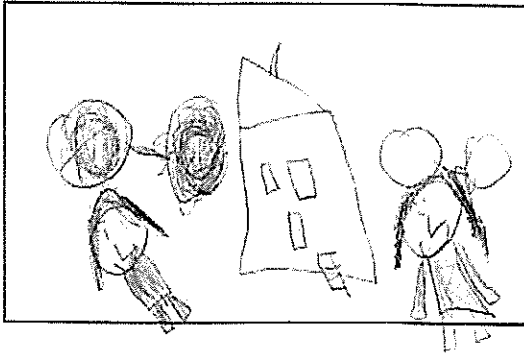
Name: _____



~~I and my cousin is playing with my bike.~~
PLAarePL

I NMYCNMY is PLAASOSEDVrare
PLAarePL
I and my cousin is playing with my bike.

Name: _____



~~We mKSCXOmhusVWtoUBR~~
WfURRUeO

We mKSCXOmhusVWtoUBR
WfURRUeO
When my cousin came to my house, we went for a bike ride.

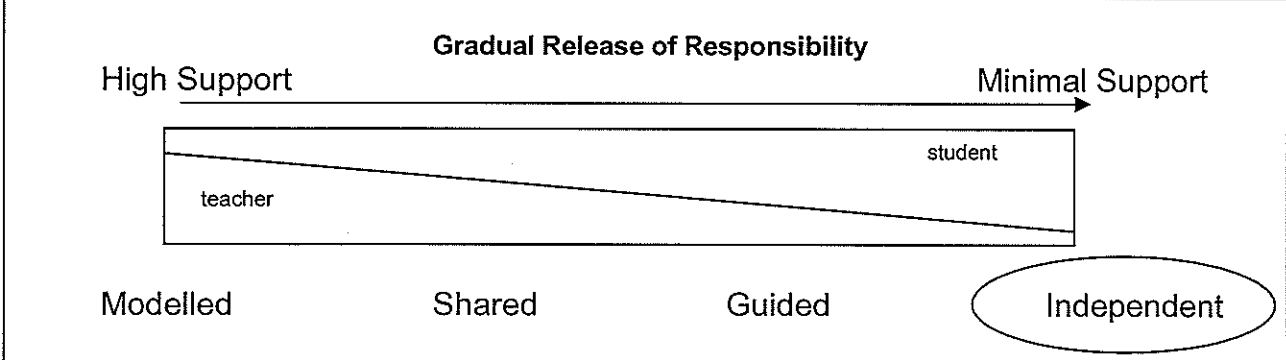
I'm making a list...

UBR test
ILmeBL
BeR
BUCS
ILCme
LtDL/I Lc me LtLBBte/ I LC me
BUCS/ I LC me

UBU test/ILmeBL/BeR/BUCS/ILCme
LtDL/I Lc me LtLBBte/ I LC me
BUCS/ I LC me
About Toys/I like my ball/bear/books
I like my little doll/I like my little baby toy/ I like my bike/ I like my

English Language Learner Profile	
Name: Female	Age: 6
Country of Origin: Sri Lanka	Date Entered Canada: January 2002
First Language: Tamil	Language Spoken at Home: Tamil
ESL Stage: 4	ESL Program Type: C - Classroom
Previous Education: one year	
Living With: Both parents	

Sample Context



Dates Samples Collected:
 Sample 1 – February 2007
 Sample 2 – March 2007
 Sample 3 – April 2007
 Sample 4 – May 2007

Sample Context:

The teacher used modelled mini-lessons that focused on a variety of writing strategies including illustrations. The mini-lessons were based upon Lucy Caulkins' book Launching the Writing Workshop, 2003.

All samples were collected using the following process:
 The teacher modelled writing strategies in a whole-group lesson. On chart paper, the teacher wrote and illustrated stories, using her own real life experiences. The students were then instructed to think of ideas from their own life and then record their thinking. During the time when the students were writing, the teacher conferenced with a select number of students. The students then shared their writing in pairs on the carpet.

During the four months that the samples were taken, the following mini lessons were taught:

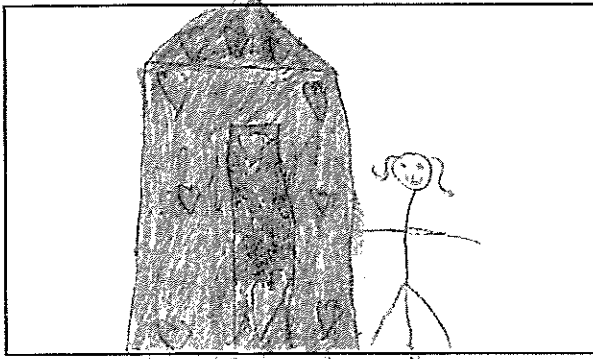
- telling stories in illustrations;
- illustrating hard to draw ideas;
- writing about real life events;
- stretching and writing words; and
- using the word wall.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • writes a story relating to the detailed picture • reads own writing to the teacher • writes upper and lower case letters correctly • writes beginning, middle and end sounds of words • connects two sentences that relate to each other 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • begin to write more detailed sentences • write using a larger selection of high frequency words 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • write multiple sentences with more detail using a learned structure or graphic organizer to develop a story line, teacher/peer prompting to use descriptive words (e.g., colour and number words) • introduce more words in context (e.g., come, here, look, said) through poems, stories, anchor charts, highlighting chosen words (e.g., wikki sticks, highlighting tape) 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

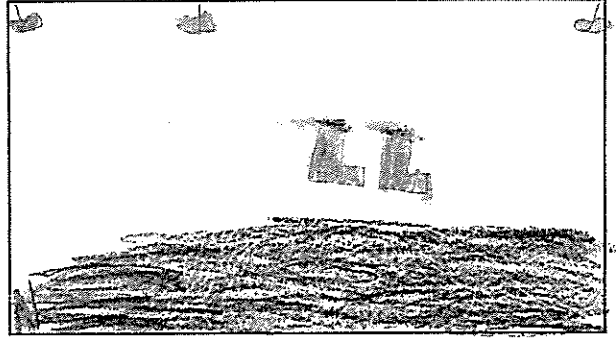
Mini-lessons based upon Launching a Writing Workshop (2003) a professional resource by Lucy Caulkins.

Name: _____



Ma iat is kamto mih nc r hol
My auntie is coming to my house.

Name: _____

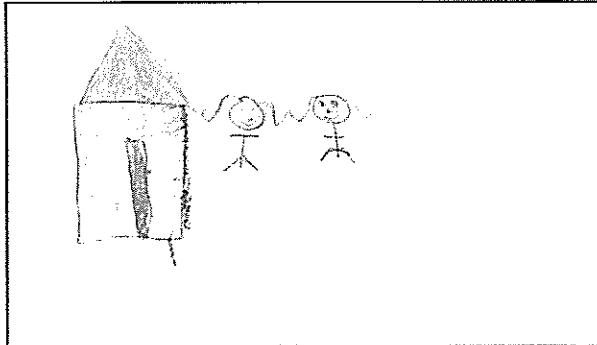


Boots ruKa K Ndaos
Boots are walking in the house.

Ma iat · is · Kamto mih nc r hol
My auntie is coming to my house.

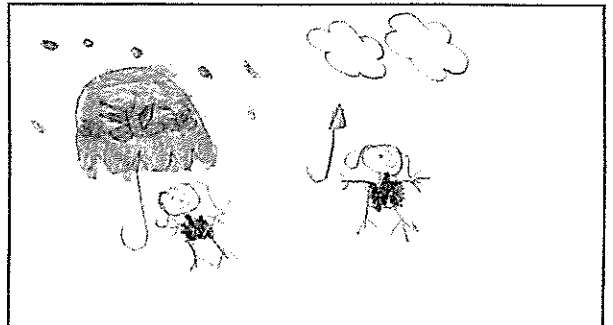
Boots · ruKa K · Ndaos
Boots are walking in the house.

Name: _____



Myctr is goitn To the hais
oPtntthedorTogotn
My cousin is going into the house,
open the door to go in.

Name: _____



I am hod my ambRL
dan re anis sotp
I am holding my umbrella
down, rain is stop.

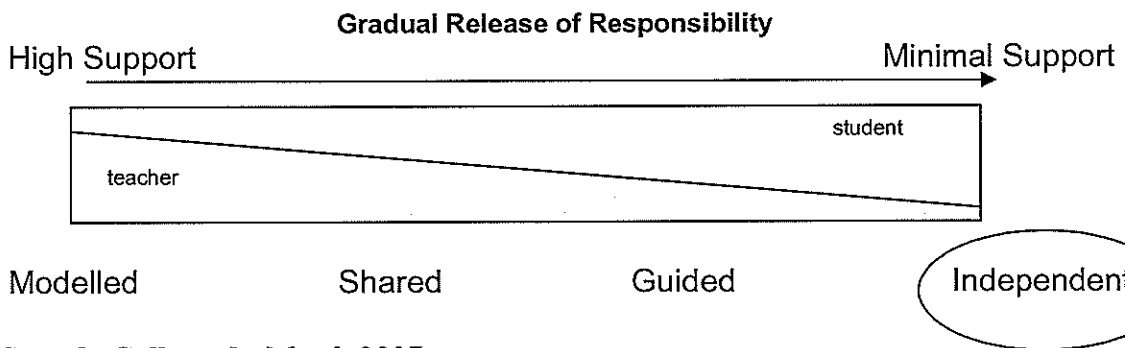
Myctr is goitn To the hais
oPtntthedorTogotn
My cousin is going into the house,
open the door to go in.

I am hod my ambRL
dan re anis sotp
I am holding my umbrella
down, rain is stop.

English Language Learner Profile

Name: Male **Age:** 6
Country of Origin: Pakistan **Date Entered Canada:** March 2006
First Language: Gujarati **Language Spoken at Home:** Gujarati
ESL Stage: 1 **ESL Program Type:** I - Intensive
Previous Education: two years
Living With: Mother, two older brothers, two older sisters

Sample Context



Date Sample Collected: March 2007

Students were asked to list ten things they liked about school, using familiar vocabulary. They were also instructed to write their ideas in complete sentences. The teacher provided an oral and visual representation of a similar type of list using the prompt, “ Things I like to do at home...” This student then chose the prompt, “I like...” as a sentence starter.

Student Sample:

1. I like the gost,.
- 2.I love MS Kim.
- 3.I like the bear hunt.
4. My good tehr.
5. I like too Play in Ms. Kim.
6. I like to daans,
7. I like to coreen.
8. I like to piant
9. I like to red.
10. I like to run.

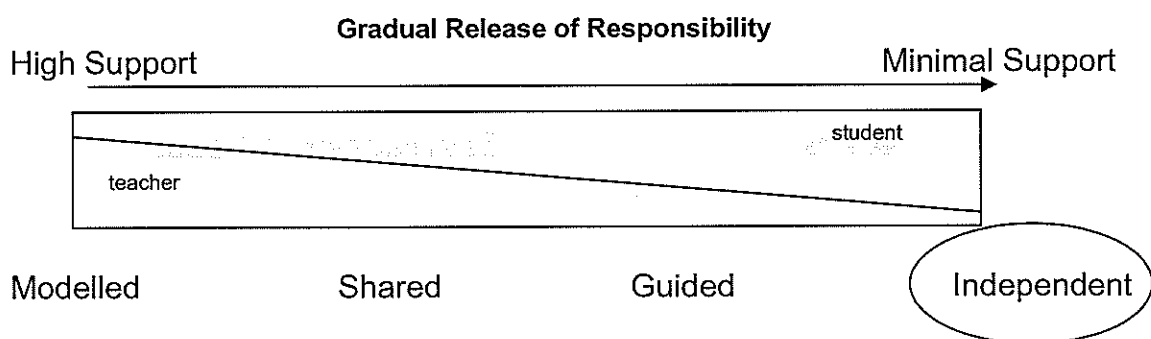
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • expresses basic ideas using simple sentences and/or sentence stems • recognizes letters of the alphabet and has some phonemic awareness • participates in some oral discussions • uses some punctuation when listing information in short sentences 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • begin to write compound sentences • use conventional spelling of some high frequency and personally relevant words 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • combine ideas to make more interesting and complex sentences using simple linking words (e.g., and, then, but) • create reference materials (e.g., personal dictionary, anchor charts, word wall with visuals) to support vocabulary acquisition 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female	Age: 7
Country of Origin: Canada	Date Entered Canada: N/A
First Language: Russian	Language Spoken at Home: Russian
ESL Stage: 2	ESL Program Type: C- Classroom
Previous Education: one year	
Living With: Both parents, older sister	

Sample Context



Date Sample Collected: April 2007

As a class, students read the teacher’s morning message about what she did on the weekend. Then using a Think-Pair-Share, students orally shared information about their weekend. The students were provided with the sentence starter “On the weekend, I...” Students brainstormed ideas about what to include in their writing and then this student completed the sample below.

Student Sample:

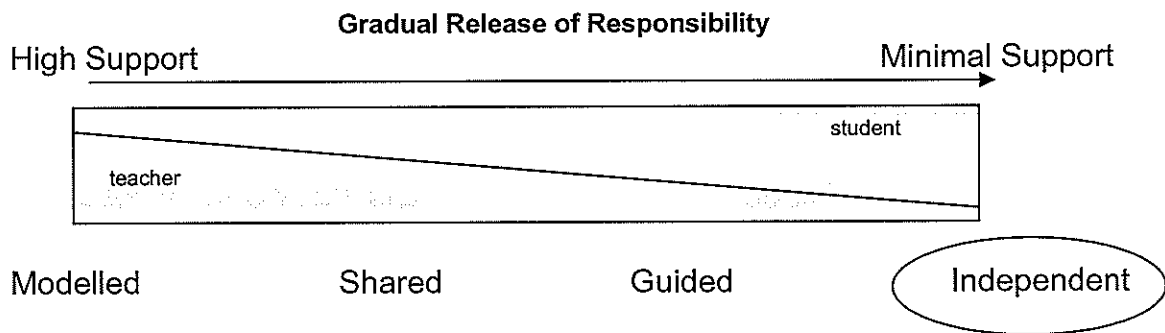
Monday, April, 2007 Day 5
 On the weekend I play.
 and on the weekend I
 wath to the parc.
 and on weekend I
 pat the flaws.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • writes about personal experiences • makes connections between letters and their sounds • copies words and phrases from various sources (e.g., morning message, anchor charts, texts) • writes in upper and lower case letters 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • increase store of high frequency words • write a variety of simple sentences 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • develop anchor charts and personal dictionaries containing high frequency words and everyday phrases, supported by visuals • model the construction of a variety of sentences (e.g., statements, questions, imperative) 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile	
Name: Male	Age: 7
Country of Origin: Pakistan	Date Entered Canada: August 2005
First Language: Urdu	Language Spoken at Home: Urdu
ESL Stage: 2	ESL Program Type: C-Classroom
Previous Education: two years	
Living With: Both parents and younger sister	

Sample Context



Date Sample Collected: April 10, 2007

The teacher modelled recount writing during the morning message. She orally discussed and recorded events from her long weekend using time order words such as: first, then, next, after that, finally. Students then discussed what they did on the weekend with a partner and shared orally with the class. An anchor chart for journal writing was posted on the wall, reminding students to include the 5 W's (Who, What, When, Where, Why) in their writing. The student had access to a personal dictionary and the Word Wall to assist him with vocabulary and spelling.

Student Sample:

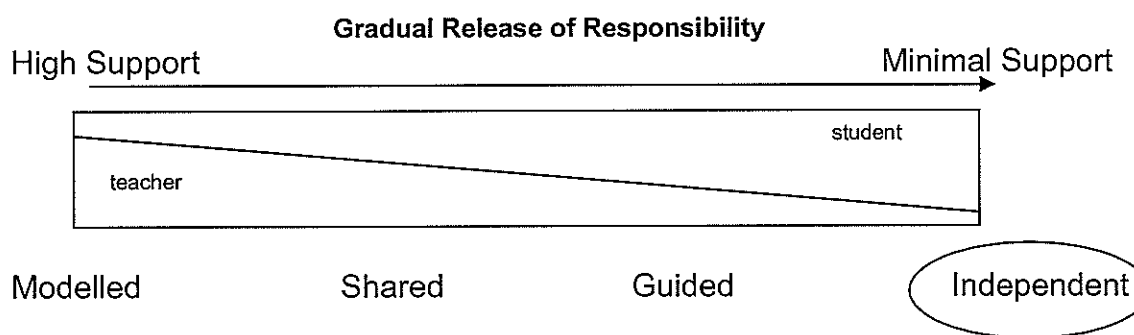
My log week nde sew fun I Played. With my brotr. Then I eat Eggs then I wnet to the molle we daed tegs all teted. Wer great I went to dolr stoor form folr stoor we dabe tos then. The tegs wre grat we went home Then we eat dnre then I went to bed.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • expresses personal feelings in his writing • is able to sequence and independently write about personal experiences • uses simple connectors to link sentences and ideas • uses a variety of strategies for spelling (e.g., Word Wall, stretching out sounds in words) • beginning to use capital letters and periods 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • write more complex sentences by including adjectives • use punctuation correctly 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • introduce adjective families (e.g., size adjectives, shapes colours, feelings, quantity) • add relevant details to his writing (e.g., expand on simple ideas) • through oral language, make connections to the ending of thoughts and the use of periods in writing 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Male	Age: 7
Country of Origin: Canada	Date Entered Canada: N/A
First Language: Urdu	Language Spoken at Home: Urdu
ESL Stage: 3	ESL Program Type: C- Classroom
Previous Education: two years	
Living With: Both parents and older sister	

Sample Context

Date Sample Collected: May 26, 2007

This sample is the first draft of a narrative. The student had already completed a graphic organizer for his narrative 'plan' (e.g., draw pictures to represent each part of the story: characters, setting, problem, solution). He was then advised by the teacher to transfer his ideas into the 'draft'. The student had access to a personal dictionary and the Word Wall to assist him with vocabulary and spelling.

Student Sample:

Max and the dog

Once there was a boy named Max. Max was scarared of dog. then Max saw a dog
 Max run and run to the school. at lunch recac Max saw the dog agin the dog chesed
 max then the dog chesed everyone Max stored runnig Max said "stop dog" said Max.
 tte dog stoped Max said do you want to play with us "yes" said the dog. Then they
 all be cam friends. The end.

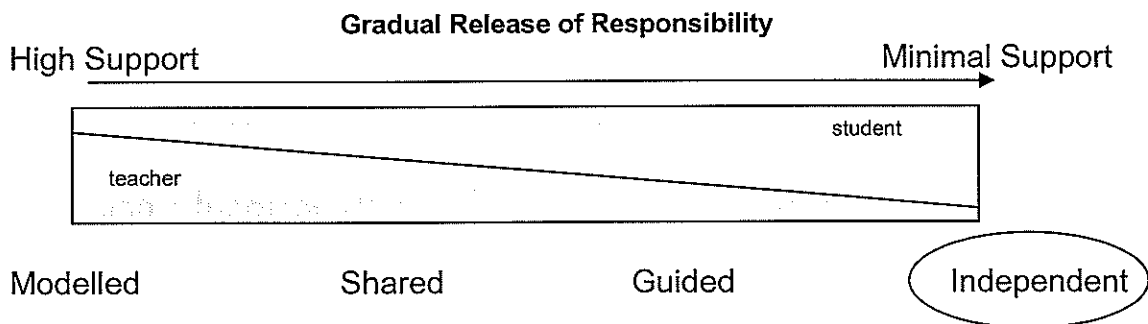
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • writes a short text with a beginning, middle, and end • independently uses a graphic organizer to plan his story • uses simple dialogue in stories • spells familiar, personally relevant words • beginning to experiment with some conventions (e.g., periods, capitals, quotation marks, commas) 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • add greater length and detail to his writing • consistent use of punctuation 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • teacher-student conference to build sentences with greater detail • write sentences which include dialogue 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female Age: 7
Country of Origin: Canada Date Entered Canada: N/A
First Language: Tamil Language Spoken at Home: Tamil
ESL Stage: 3 ESL Program Type: C- Classroom
Previous Education: two years
Living With: Both parents, three older brothers

Sample Context



Date Sample Collected: May 16, 2007

This sample is the first draft of a narrative. The student had already completed a graphic organizer for her narrative 'Plan' (e.g., draw pictures to represent each part of the story: characters, setting, problem, solution). She was then advised by the teacher to transfer her ideas into the 'draft'. The student had access to a personal dictionary and the Word Wall to assist her with vocabulary and spelling.

Student Sample:

The five Friend

Once there were five friends and they were at school. The five friend names are Fatima, Sujeeka, Mathumitha, Jasmin Gayathri. The grils were at school. One day Fatima's food fell on the floor the banna the sand witch even the Juice. When they were cleaning Sujeeka fell on the banna sandwitch and juse! We had to call her home for Extra closeths. She got extraw closeth and w helped. After cleaning ate our food and they hoped that nowone food falls on the floor!

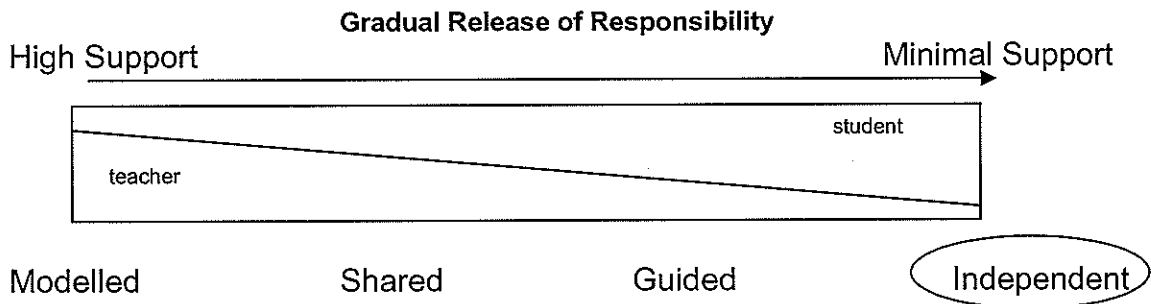
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • writes a simple, short story with a beginning, middle, and end • uses linking words to connect sentences • independently transfers information from graphic organizer to her story • spells high frequency and some personally relevant words correctly • writes complete sentences with punctuation 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • elaborate on ideas that were used in the graphic organizer (e.g., setting, characters) • include dialogue using quotation marks 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • write more complex sentences with descriptive language based on ideas in the graphic organizer • use of simple adjectives (e.g., colour, size, shape, etc) • introduce how to use dialogue within a narrative context • use quotation marks to indicate dialogue 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female	Age: 7
Country of Origin: Canada	Date Entered Canada: N/A
First Language: Cantonese	Language Spoken at Home: Cantonese
ESL Stage: 4	ESL Program Type: C-Classroom
Previous Education: two years	
Living With: Both parents	

Sample Context



Date Sample Collected: March 2, 2007

This is a reflective journal completed every Friday. Students first had the opportunity to discuss their ideas with a partner and share reflections orally before beginning independent writing. This reflection is about a guest scientist who came to the class to discuss energy. An anchor chart for journal writing is posted on the wall, reminding students to include the 5 W's (Who, What, Where, When, Why) in their writing. The student had access to a personal dictionary and the Word Wall to assist her with vocabulary and spelling.

Student Sample:

March 2, 2007

This week I learned about energy. The scininetest told us all about energy, like: makeing magic beans! The scinine test, gave us each a little magic bean. It could change color. My magic bean turned pink. Calvin's magic bean was blue. It was really a bead. When you put it under the sun it will change color. I had tuns of fun! You have to save energy, because, some energy will never come back, if we use all of them. I learned that the sun is the inprtitist energy in the world because without the sun, no plants grow, and if plants don't grow no animals will be here. And if no animals will grow or plants we will have no food and die. That's why it's the inprtitist energy in the world! I love energy! Also, the sciene test is named Christina, just like me!

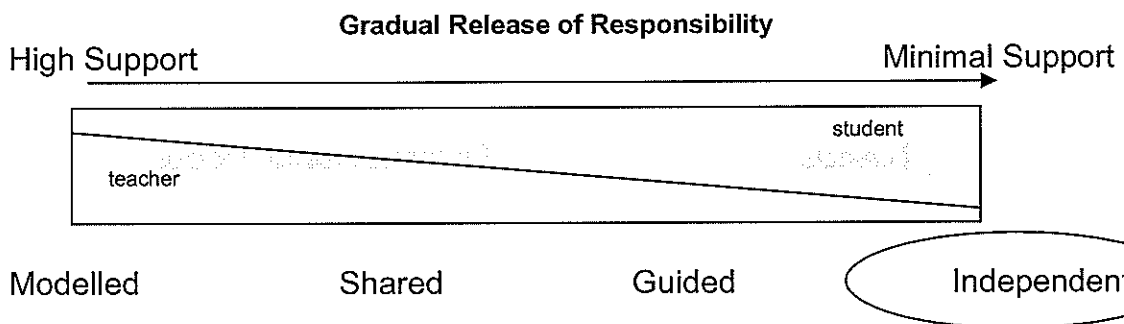
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • reflects on her own learning in an articulate manner using a journal • elaborates on ideas and includes details • uses a variety of sentence structures (e.g., statements, exclamations) • beginning to use figurative language (e.g., idiom: "I had tuns on fun") 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • use a variety of connectors to create more complex sentences • text organization • use appropriate spelling conventions (e.g., dropping 'e' when adding 'ing') 	<ul style="list-style-type: none"> • introduce a variety of sentence connectors (e.g., to replace "and") • introduce paragraph writing (e.g., topic sentence, supportive details, concluding sentence) • introduce specific spelling conventions within text (e.g., during shared or guided reading) 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Male **Age:** 9
Country of Origin: Sri Lanka **Date Entered Canada:** April 2006
First Language: Tamil **Language Spoken at Home:** Tamil
ESL Stage: 1 **ESL Program Type:** I-Intensive
Previous Education: two years
Living With: Both parents, younger brother and sister

Sample Context



Date Sample Collected: October 2006
 Students were given a worksheet entitled, “The Perfect Gift”, which included prompts and a picture of an open box. “What do you think is in the box? It’s the present you want most in the whole world! Draw the present inside the box. It can be real or make believe. Then write all about your wonderful present and the person who gave it to you.”

Student Sample:

My brother give My a present. In present is a story Book. I like story Book. And I like present. I present is goodand hear is seven story Book. and my father and mather like present. And story book.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • writes some personally relevant and high frequency words independently • writes short simple sentences on a personal topic • experiments with some conventions (periods, capitals) 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • correct use of pronouns (e.g., me, my, I) • increase high frequency word vocabulary • write using correct sentence structures 	<ul style="list-style-type: none"> • read and write patterned sentences to model correct use of each pronoun • develop anchor charts and personal dictionaries containing high frequency words, supported by visuals • introduce correct sentence structure to include subject-verb-object 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female

Age: 7

Country of Origin: Yugoslavia

Date Entered Canada: Spring 2005

First Language: Serbo-Croatian

Language Spoken at Home: Serbo-Croatian

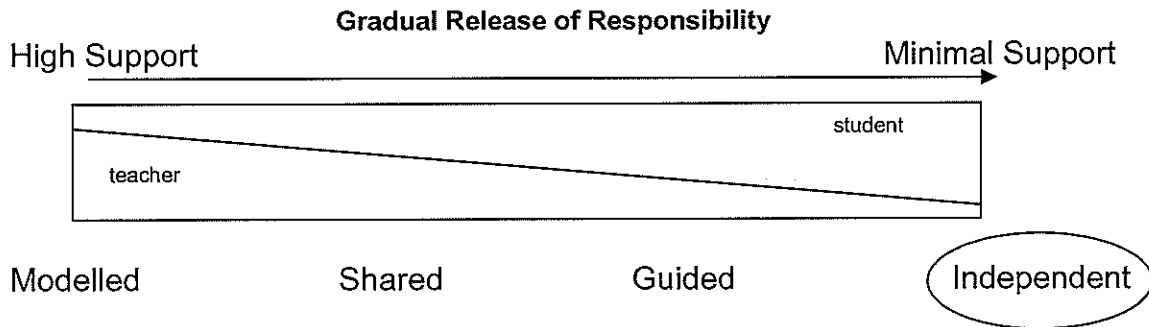
ESL Stage: 2

ESL Program Type: C-Classroom

Previous Education: one year

Living With: Both parents and one sibling

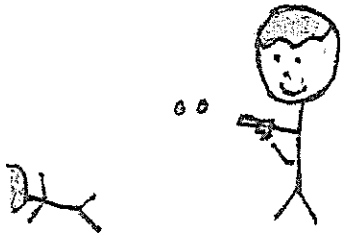
Sample Context



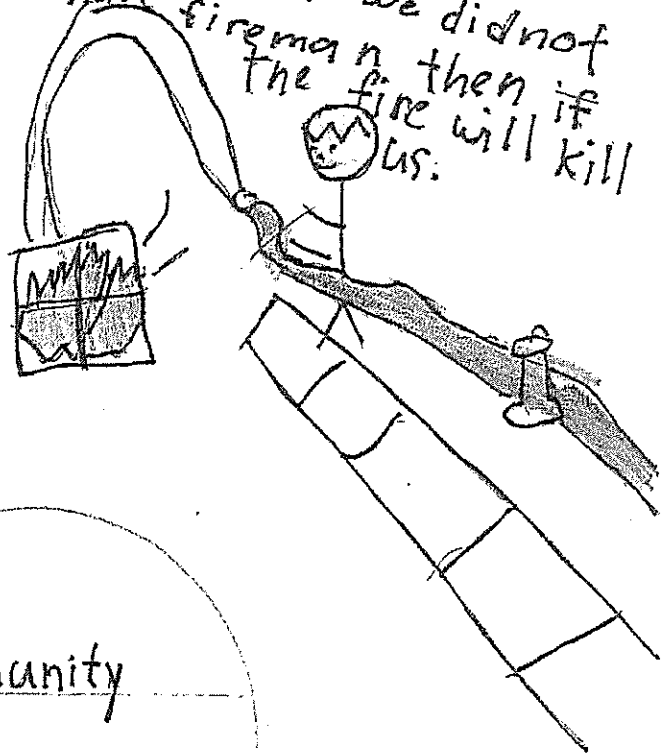
Date Sample Collected: Fall 2006

This was a summative task based on a Social Studies Language unit “What is a Community?” The teacher used a media resource kit and discussion to scaffold the activity. Members of the community were brought into the class and students developed a “community helpers” booklet. Students were then asked to make a list of five jobs in the community and describe why they were important.

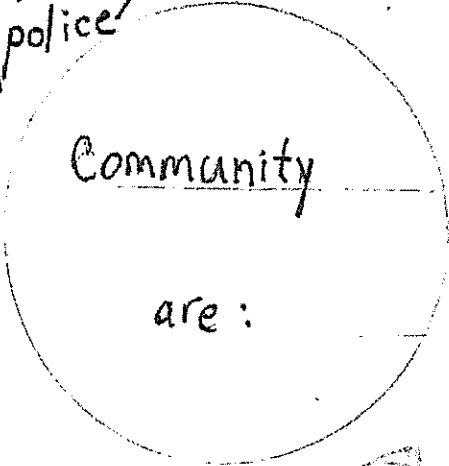
Student Sample: (Please refer to the following page.)



I choose fire man because if we did not have fireman then if the fire will kill us.



I choose this police Job to be important because if the community did not have police the bad guy will did bad thing to us.

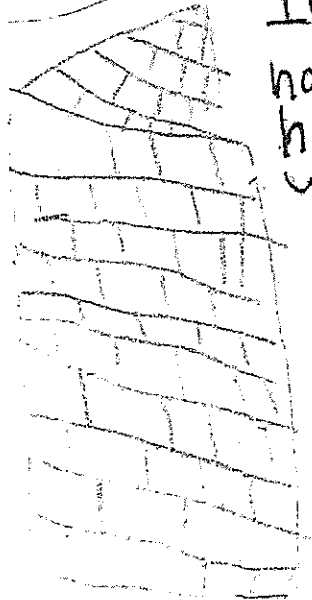


Job Bank



I choose this job to be important because if we did not do we be have no maney.

I choose make house people, If we did not have make house people we will be no house to live



pe no	Independent	Modelled	pe no
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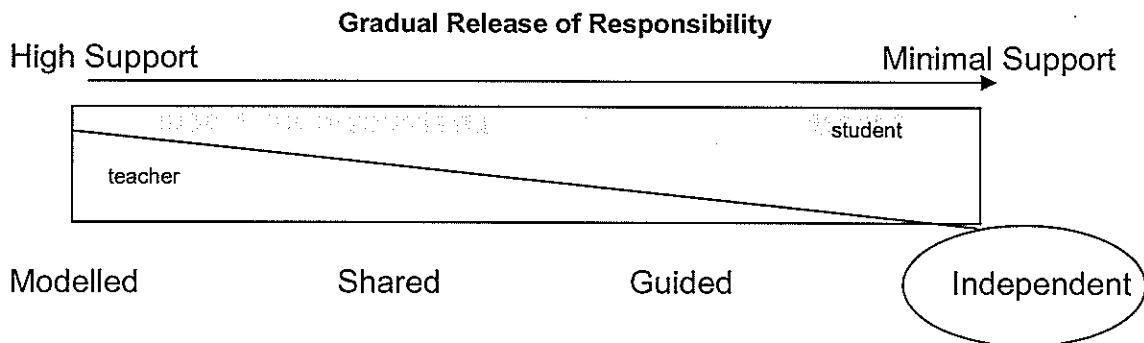
Strengths		
<ul style="list-style-type: none"> • uses graphic organizers to clarify ideas and record information • writes simple sentences • uses simple linking words to connect sentences • writes answers to simple questions based on classroom instruction 		
<i>Guided</i>	Needs	<i>Shared</i>
	Instructional Focus	
	<ul style="list-style-type: none"> • to build vocabulary (in content areas) • begin to independently review writing for basic written conventions 	<ul style="list-style-type: none"> • direct student to use classroom picture/word cards and charts (eg. community helpers and community buildings) • demonstrate the use of editing for punctuation, capitalization and spelling (eg., checklists and charts)
	<i>Guided</i>	<i>Shared</i>

Additional Considerations:

English Language Learner Profile

Name: Female	Age: 9
Country of Origin: Canada	Date Entered Canada: N/A
First Language: Mandarin	Language Spoken at Home: Mandarin
ESL Stage: 2	ESL Program Type: C- Classroom
Previous Education: three years	
Living With: Both parents	

Sample Context



Date Sample Collected: September 2006

The teacher did a class read-a-loud “My Favourite Things”. Students were instructed to think about their favourite character, word or part of the story. They were then given a worksheet which contained these prompts and were asked to write their selection on the lines provided. They were also instructed to draw a picture in the box on the same worksheet.

Student Sample:

(includes illustration)

My favourite character is George because he was smart and fast and funny. He is smart because he faoud the door to go in the workers. He was fast because he bat the chocolates fast in the box. He is funny because he east some much of the chocolatse. My favourirte part is went George but the chocolatse in

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • writes a series of linked sentences around a central idea • uses a variety of strategies for spelling • has an awareness of basic sentence structure (subject, verb, period) • able to give examples to support his ideas 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • use correct verb tenses consistently • use more complex sentences 	<ul style="list-style-type: none"> • teach simple verb tenses (e.g., give/gave, is/was, has/had, go/went) • refer to and display anchor charts that model sentence structures and linking words (eg., when, after, before, also) • conference written work with the teacher to create more complex sentences 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female

Age: 8

Country of Origin: India

Date Entered Canada: Winter 2005

First Language: Gujarti

Language Spoken at Home: Tamil

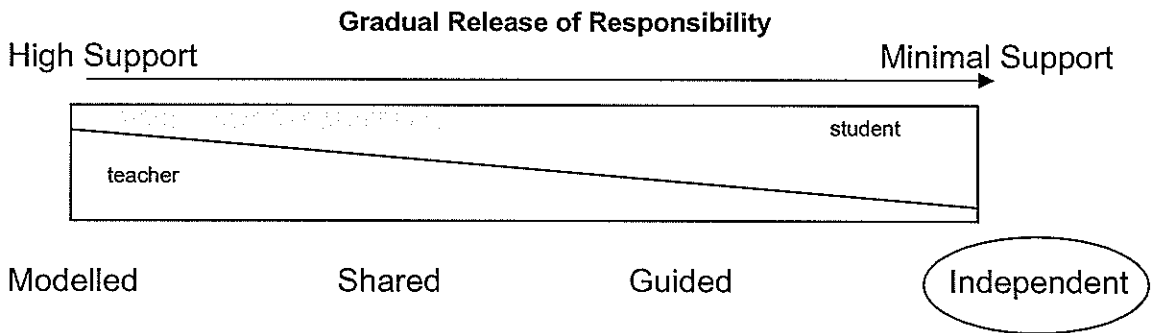
ESL Stage: 3

ESL Program Type: C - Classroom

Previous Education: three years

Living With: Mother and two siblings, is the middle child

Sample Context



Date Sample Collected: April 2007

The teacher modelled, to the whole class, writing a letter about her family. The students were then asked to write a letter to the teacher about their own family. The students were given a lined sheet of paper to write on.

Student Sample:

Dear Mrs. Penny,

My name is XXX. I'm seven years old. I will be turning eight on June, 1992. My birthday is in the season of spring. My dad's birthday is on June 20th, just 11 day away from my birthday. My sister's birthday is on March 15, 1994. Her is in the winter My mother's birthday is on March 26. Her is in the spring and is just a 11 day diffens from my sisters birthday One thing in comen is that it is only a 11 days difference in my family.

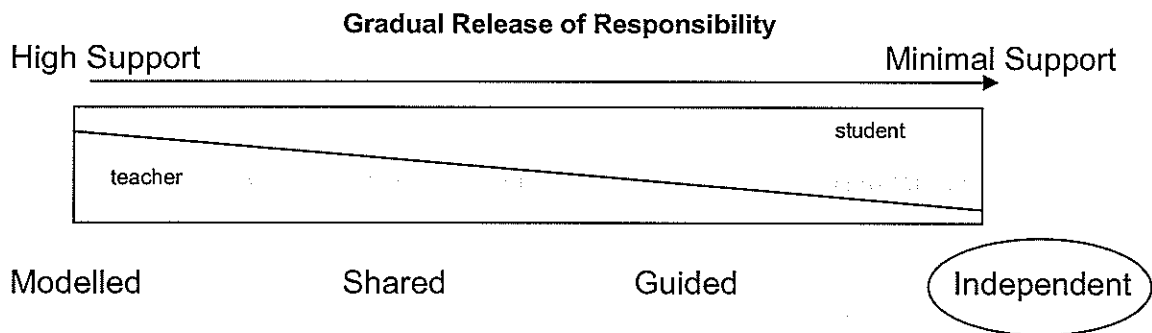
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • uses some detail to extend ideas • spells most high frequency words correctly • writes using the format of a letter • uses some conventions of print (e.g., contractions, punctuation) 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • to use possessive pronouns • to compose longer and more detailed pieces of writing 	<ul style="list-style-type: none"> • use T-charts to teach and display possessive pronouns (eg. he/his, our/ours, she/hers) • use graphic organizers to plan her writing (eg. story boards and 5W organizers) 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female	Age: 8
Country of Origin: Sri Lanka	Date Entered Canada: Winter 2005
First Language: Tamil	Language Spoken at Home: Tamil
ESL Stage: 3	ESL Program Type: C- Classroom
Previous Education: two years	
Living With: Both parents, three siblings, and one set of grandparents	

Sample Context



Date Sample Collected:

April 2007

The teacher instructed the students to complete a written recount of the student’s March Break in the form of a letter.

Student Sample:

Dear Irene

I am having a very nice March Break. My mother was once a piano teacher. She taught me to play the piano. She taught me now to play the piano. She bought me my own computer. Then we went to the park. I played with my jumping rope.

I like the part when my mother was teaching me how to play the piano. It is because she taught my many songs that are long. She even started to teach me a song that was 3 pages long.

I don't like the part when she was looking at the computers. She always say "Wait a minutes!" I also waited an hour, then, she found the one she wanted. First, I was bored, then I felt great because I knew that the computer was for me.

Next March Break, I wish I can go to my grandmother's house which is far way. She lives in China.

FromXXX

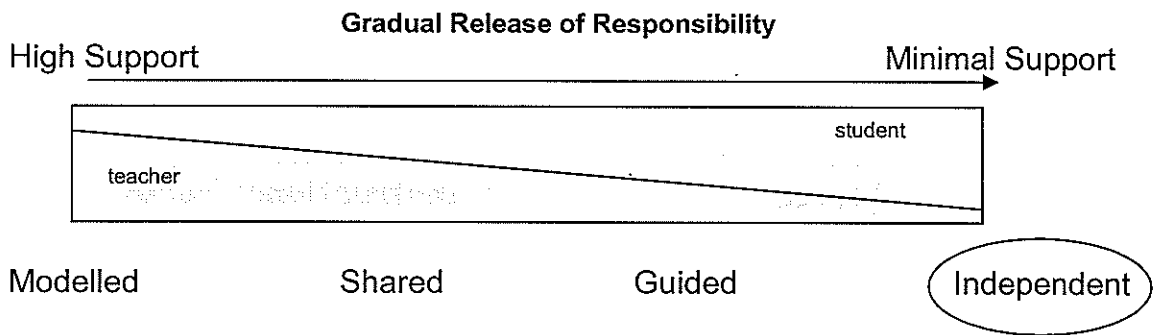
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • writes about personal experiences and feelings • uses quotation marks in appropriate contexts • understands letter writing format • beginning to understand that paragraphs are based on central ideas 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • use, accurate descriptive words in writing • begin to use compound sentences to organize ideas • use modal verbs (e.g., would, should, could) to communicate meaning • organize thoughts and ideas in a logical manner 	<ul style="list-style-type: none"> • use of synonyms to enhance writing • introduce connectors (e.g., and, but, than) that will help the student create more compound sentences • use comparative organizers to show how modal verbs modify regular verbs (e.g., "I wish I can go to ..." versus "I wish I could go to ..."). • before writing, provide student with a graphic organizer to help student sequence ideas for writing 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Male	Age: 9
Country of Origin: Russia	Date Entered Canada: Winter 2005
First Language: Russian	Language Spoken at Home: Russian
ESL Stage: 4	ESL Program Type: C- Classroom
Previous Education: three years	
Living With: Both parents and two siblings	

Sample Context



Date Sample Collected:

April 2007

The teacher instructed the students to write in their daily Math journals using “Retell”.

Student Sample:

(include illustrations of 3-D solids)

My week at school was fun! At school I learned about Math. In Math I learnd about 3-D solids. They are pop-up solids. There are spheres, cubes, cylinders, cones, rectangular prisms, and triangular prisms. Some of them are rolling solids, sliding solids, and can even stack. This happened at thursday April 12th 2007 I love math because it has lot of fun stuff.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • uses math terms appropriately • understands and uses verb tenses • relates thoughts and writes them in a sequential order • uses commas appropriately when listing information 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • need to express thinking more clearly by writing more detail in explanations • use commas appropriately in context other than lists (e.g., when writing date) • accurate spelling of high-frequency words 	<ul style="list-style-type: none"> • include prompting questions in teacher responses to journal writing • use interactive writing as an approach to teaching writing conventions • re-reading as a strategy for editing • ensure key words are included in student personal word books and/or on a word wall 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

Junior

Stage 1

English Language Learner Profile

Name: Female

Age: 10

Country of Origin: Pakistan

Date Entered Canada: Summer 2005

First Language: Urdu

Language Spoken at Home: Urdu

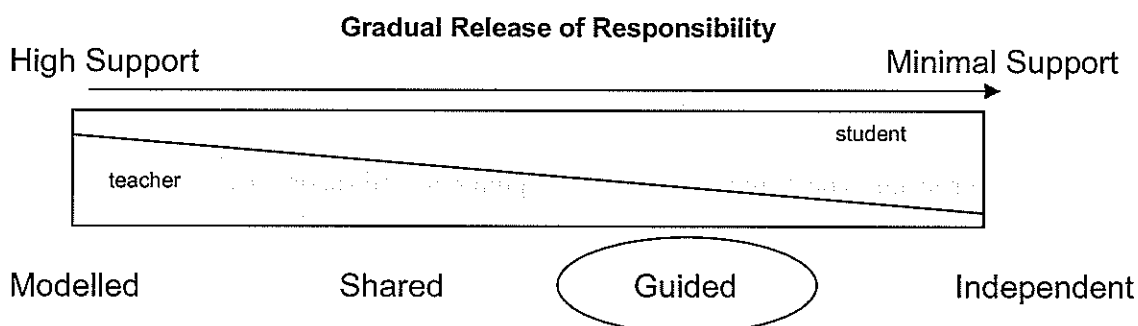
ESL Stage: 1

ESL Program Type: I - Intensive

Previous Education: four years

Living With: Mother, two older brothers and a younger sister

Sample Context



Date Sample Collected: January 2007

The teacher developed background information about the story's topic by engaging the students in a discussion about their fears (e.g., being afraid of the dark). They created guiding questions and prompts listing them on an anchor chart to help students organize (introduction, problem, solution, and ending) and sequence their ideas. Students then drew pictures before writing a first draft.

Student Sample:

In said of your closet

My name is _____ and This is my sister.

one day I am sleeping and I heard

a noise. Then I look under the bad

something In there. then I open the tv

then I can't sleep. then I said

open the tv. I have a night

light. then I off it. My mom

said why you off the light. because

I am scard. My mom said close your eyes.

pe
nd

Independent

Modelled

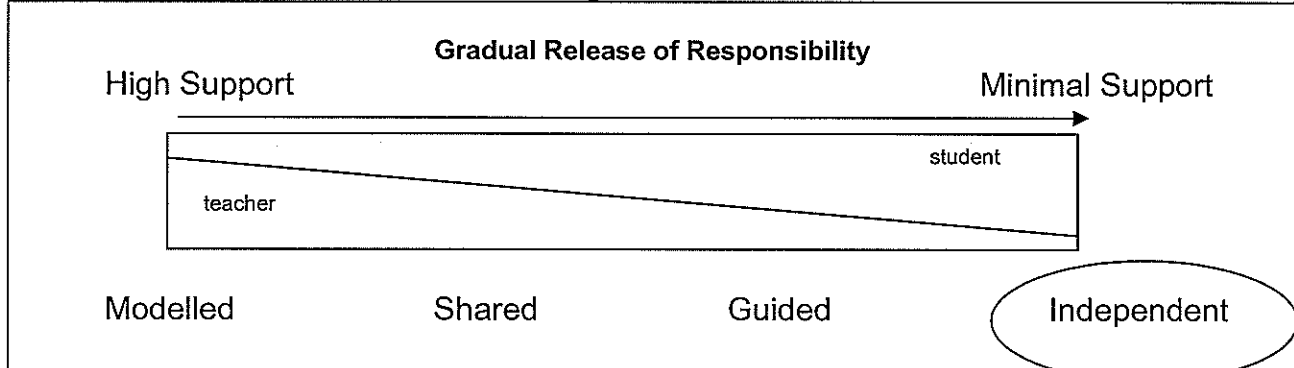
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Strengths	
<ul style="list-style-type: none"> • communicates simple ideas • recounts experiences using familiar vocabulary • writes events in sequence (e.g., time) • uses periods with some accuracy 	
<i>Guided</i>	Needs
	Instructional Focus
	<ul style="list-style-type: none"> • use appropriate vocabulary to develop ideas more clearly • use a variety of conjunctions and transition words • use verb tenses consistently • consistently use upper and lower case letters
	<ul style="list-style-type: none"> • generate and record ideas and vocabulary through the use of pictures and oral discussions • introduce and highlight conjunctions(e.g., next, afterwards, finally) within meaningful contexts (e.g., anchor charts, read-alouds, poetry) • teach simple past, present and future tense • teach appropriate use of capitalization
<i>Guided</i>	<i>Shared</i>

Additional Considerations:

English Language Learner Profile	
Name: Male	Age: 11
Country of Origin: Sri Lanka	Date Entered Canada: Fall 2004
First Language: Tamil	Language Spoken at Home: Tamil
ESL Stage: 2	ESL Program Type: I - Intensive
Previous Education: four years	
Living With: Both parents and a younger brother	

Sample Context



Date Sample Collected: December 2006

Through teacher modelling, shared instruction, guided and independent practice, students learned about the form and features of comic strips. Students wrote a reflection about their learning experience, describing the process in creating the comic strip, their new understandings about the forms and features of the text type and their level of engagement.

Student Sample:

I learned how to make comic strpes. I gejoy reading other people speech. I like it. It was fun to read onther people speech. I like it. It was fun to read onther people speechbubbles. I learned more new pictures and new word. I learned how to write speech bubbles. It was vere fun to do more, more comic, and I like to read comic and every one like to do the to.

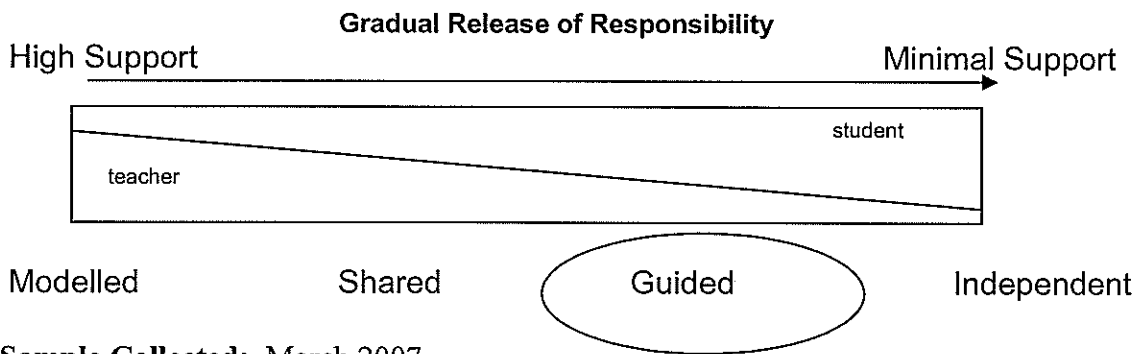
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • communicates details focused on a main idea • begins to use compound sentences • uses punctuation appropriately in simple sentences • experiments with conventions of spelling 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • continue to develop subject-specific vocabulary • write using a variety of sentence starters • combine ideas to create complex sentences 	<ul style="list-style-type: none"> • pre-teach vocabulary using anchor charts, words walls, literacy stations • further develop synonyms and/or antonyms for frequently used words (e.g., fun, like) • introduce a variety of sentence stems, clauses and patterns • introduce simple conjunctions and/or linking words 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female	Age: 10
Country of Origin: Canada	Date Entered Canada: N/A
First Language: Tamil	Language Spoken at Home: Tamil
ESL Stage: 2	ESL Program Type: I - Intensive
Previous Education: five years	
Living With: Both parents, one older brother	

Sample Context



Date Sample Collected: March 2007

Students were assigned the task of preparing a book talk on a favourite self-selected book. The teacher scaffolded the learning through read alouds and think alouds. The teacher modelled the process before conducting a shared writing activity, using a graphic organizer, for organizational purposes. Students used the same organizer and with guided support, developed a written paragraph that they then presented orally to the class.

Student Sample:

My favourite book is called Valentine's Day Disaster. This is my favourite book because it has some interesting fact's, and how to organize a Valentine's day party. It has some joke's init, like When should a mouse carry an umbrella? When it's raining cat and dogs! I like this book because it has rhyming words, how to make mini heart pizzas, streamers with flowers and more other things. In this book Geronimo had a Valentine's day party but no one came. Geronimo was very sad about it. The author is Geronimo Stilon. It is a series. I hope you will enjoy this book.

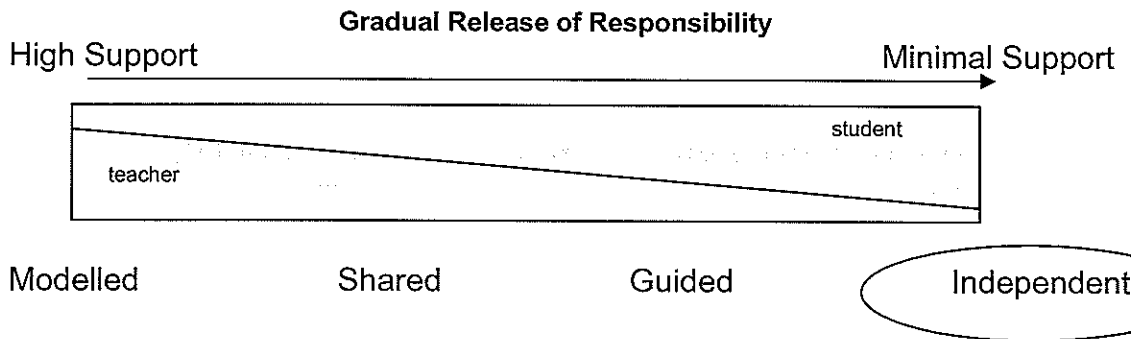
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • able to express the main idea • uses voice and supporting details • uses a variety of sentence structures (e.g., exclamatory, question, statement) • begins to connect ideas using linking words and commas • writes simple descriptions about a topic • writes introductory sentences that connect to the topic 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • organize and sequence ideas into paragraphs • distinguish between use of apostrophes and plural forms 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • introduce paragraphing framework (e.g., beginning, middle, end) using a graphic organizer • teach use of possessives and contractions 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female **Age:** 11
Country of Origin: Canada **Date Entered Canada:** N/A
First Language: Mandarin **Language Spoken at Home:** Mandarin
ESL Stage: 3 **ESL Program Type:** C - Classroom
Previous Education: six years
Living With: Both parents, older sister and younger brother.

Sample Context



Date Sample Collected: March 2007

Students were asked to independently complete a graphic organizer, select and make connections to at least three quotes from a chapter of Charlotte's Web. Students then had to share both the quote and their reflections with the class. This is a regular classroom activity that has been previously modelled by the teacher.

Student Sample:

Page	Quote	Note
106	It doesn't seem normal.	Everyone is going to think Fern is weird because she said the animals can talk
124	Listen to me whispered the old sheep to Wilbur.	Sometimes I don't like people telling me to do listen to them because it feels like they're bossing me around.
127	Wilbur feeling the cold water came to.	I like taking a shower in the cold water when it very hot in summer times.
131	Mr. Arable gave Fern two quarters and two dimes.	I think that isn't enough money to go the fair for kids.

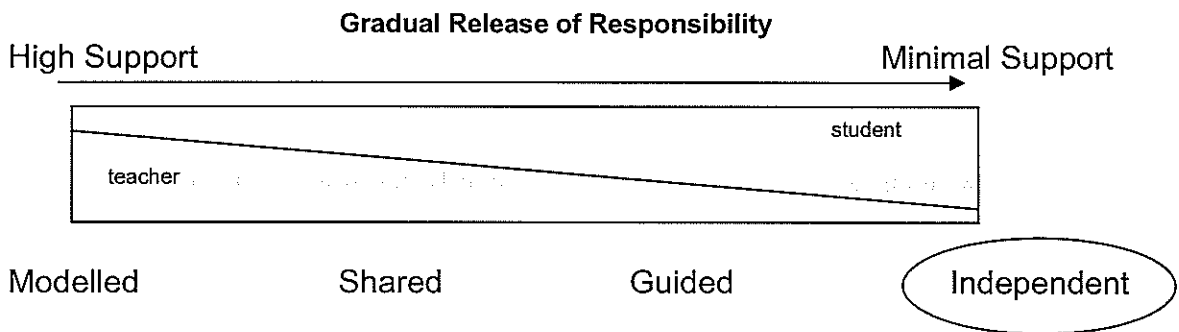
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • uses complex sentences to express her thinking • explains thinking by providing supporting evidence from personal experience (e.g., I...because...) • begins to use idiomatic language (e.g., Fern is weird) 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • bridge evidence from the text to personal experiences in greater detail • expand making connections to other texts and to the world • understand rules for creating long and short vowel sounds 	<ul style="list-style-type: none"> • teach students to 'code the text' (e.g., T/S – Text to Self) • teach students to 'code the text' T/T – Text to Text and T/W- Text to World) through the use of post-it notes, graphic organizers (e.g., triple entry journal) • introduce "doubling rules" for spelling using student work as a context (e.g., Student Sample: bosing, fells) 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female	Age: 11
Country of Origin: Korea	Date Entered Canada: Fall 2003
First Language: Korean	Language Spoken at Home: Korean / English
ESL Stage: 3	ESL Program Type: C - Classroom
Previous Education: two years	
Living With: Both parents, one sister	

Sample Context



Date Sample Collected: April 2007

This assignment was a performance task given at the end of a science unit. Students were required to plan and build their own insulated container, test the container, and present their findings, using the scientific method, in a lab report. In-class experiments were used to model and scaffold the process. Students were provided with a template for the final report that included guiding prompts and they were provided with class time to complete each part of the report.

Student Sample:

Purpose: My purpose was to make an insulated container using materials that will keep the ice cold as long as possible.

Hypothesis: The reason I chose cotton as my main material was because the blankets are stuffed or made from cotton and they keep us warm and also because in our hot water experiment, the jar with cotton lost the least amount of heat

Conclusion: What happened to the ice cube was for about until 15 minutes, it just started to melt and after two full periods (SS and science), the ice was still there. soon during language, I estimate that it started melting faster.

Application and Reflection: I think that I did a good job of keeping the ice cold for a very long time because of the main material I used, which is cotton.

Things I could have improved on to make my thermos work better, I could have put a layer of cotton on the outside with the plastic and aliumum wrap/foil!

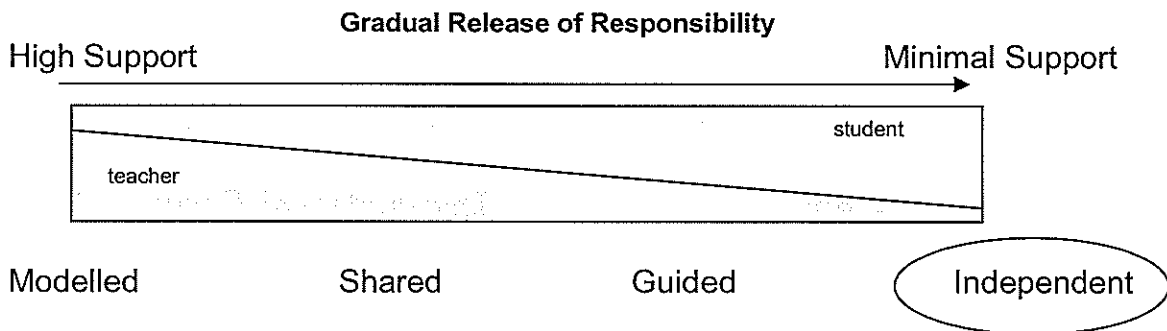
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • writes in a procedural form based on science content • uses connecting words to create complex sentences and explain thinking • uses subject-specific vocabulary to express ideas 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • write with clarity limiting the length of some sentences • develop strategies for editing and revising work • acquire transitional words that denote the passage of time (e.g., Student Sample: was for about, until) 	<ul style="list-style-type: none"> • identify and rewrite run-on sentences to include one main idea • teach proofreading strategies (e.g., reread for meaning, use a proofreading checklist, peer conference) • develop anchor charts for vocabulary that address the concept of the passage of time 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female	Age: 11
Country of Origin: China	Date Entered Canada: Summer 2005
First Language: Chinese	Language Spoken at Home: Cantonese / English
ESL Stage: 4	ESL Program Type: C – Classroom
Previous Education: five years	
Living With: Mother and an older sister	

Sample Context



Date Sample Collected: May 2007

Students were assigned a task to represent their experience at Milliken Park both visually and in written form. Prior to the trip to Milliken Park, students were given a graphic organizer and instructed to make observations about what they saw, heard and felt. Students needed to use descriptive language in their journal entry and detail in their drawing.

Student Sample:

The day at Milliken

On wednesday, only our class went to Milliken Park. It was supposed to be math after lunch recess, but Mrs. _____ thought that "seizing the moment" would be a good thing because she said that she went to the park and thought it would be a good idea to go to the park and do something.

When we arrived at the park Mrs. _____ told us that we would do an art assignment there. So my friends and I cheered. But before drawing we had to right about what we felt smelled and heard.

What I felt was that the hot beams of the sun that went through my skin, and the wind moving my hair and clothes. I heard the geese and ducks honking and quacking as if they were talking together and also the leaves rustling between each other. At the pond, and some stinkyness near the pond, maybe because the geese pooped by the pond, where they live. It was an amazing ~ day!

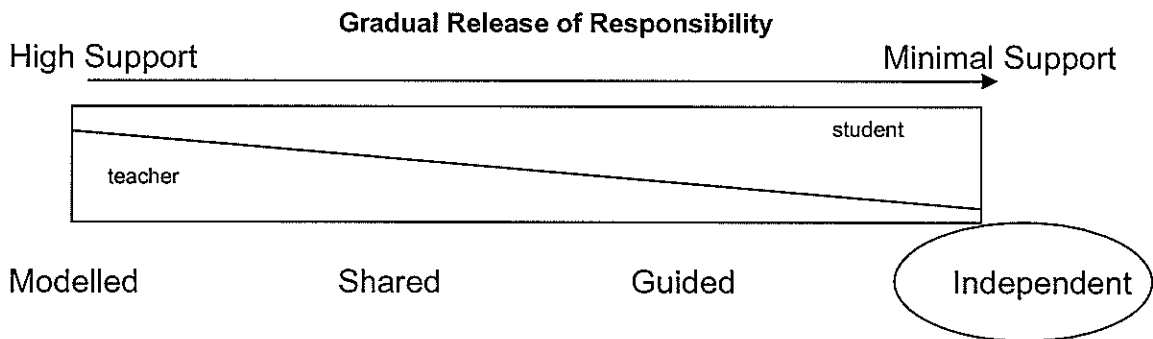
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • uses visualization to support writing and to communicate feelings (e.g., descriptive and figurative language) • uses past tense and passive voice effectively • uses a variety of sentence starters • uses complex sentences and proper paragraph structure 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • use conjunctions appropriately to avoid sentence fragments • use voice and details when expressing feelings • explore idiomatic language and its meaning • consistent use of common capital forms 	<ul style="list-style-type: none"> • review proper sentence structure and use of conjunctions • practice oral retell before writing and respond to questions /prompting of audience (e.g., Author's Chair) • highlight idiomatic expression through mentor texts, and daily interactions • review use of capitals for titles and the days of the week 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Male	Age: 14
Country of Origin: Philippines	Date Entered Canada: May 9, 2006
First Language: Tagalog	Language Spoken at Home: Tagalog
ESL Stage: 1	ESL Program Type: I - Intensive
Previous Education: Uninterrupted with little previous English instruction	
Living With: Mother	

Sample Context



Date Sample Collected: November 2006

Students were engaged in a whole group discussion about families (e.g., history, members, attributes). Their thoughts and experiences were recorded onto a shared graphic organizer (e.g. mind map). Students then conferenced with both their peers and teacher(s) before recording their ideas about their family independently onto a similar graphic organizer.

Student Sample:

MY FAMILY HISTORY

My name is _____, I born
 in Philiphines My birthday is feb. 17, 1993
 And I have a lot of friend in Philiphines

My parents their work hard and their
 nice giving their loving and take care
 their support of me

My Grand parent take care me
 And protek me and their work hard

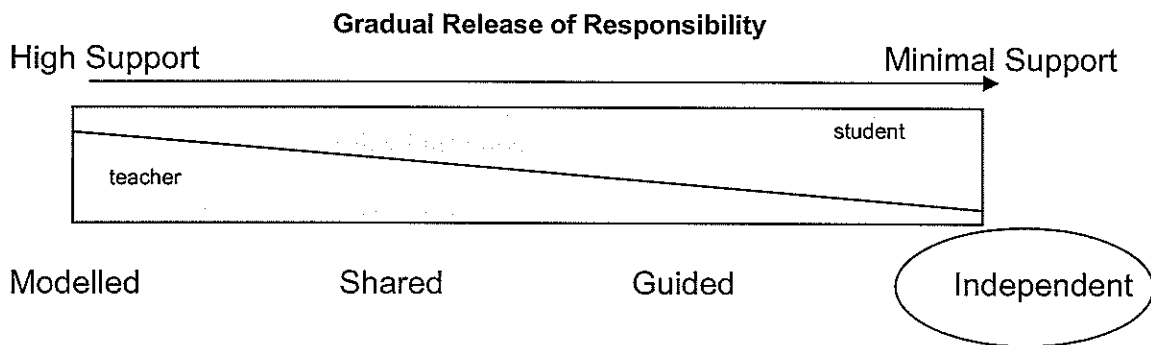
Back home I miss my friend and
 Philiphines is beautiful but a little kroudead
 and I like Philiphines

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • writes about content that has personal meaning • groups similar ideas together when communicating in simple forms of writing • uses phonetic awareness when spelling words • shows some understanding of paragraph form 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • correct use of pronouns • use end punctuation • understand sentence structure 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • introduce simple and possessive pronouns (e.g., he, she, my their) • teach use of the period to mark the end of a sentence • introduce appropriate use of conjunctions (e.g., but, and, so) 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	
<p>Additional Considerations:</p>			

English Language Learner Profile

Name: Female Age: 13
Country of Origin: China Date Entered Canada: February 2006
First Language: Cantonese Language Spoken at Home: Cantonese
ESL Stage: 2 ESL Program Type: I - Intensive
Previous Education: Formal schooling in Hong Kong with no English language instruction; regular English-language tutoring since arrival in Canada
Living With: Both parents

Sample Context



Date Sample Collected: March 2007

Students, in small groups, were instructed to read a passage and answer questions from their science textbook. In a whole group, the teacher used key visuals and organizers to support student understanding of how water affects weather and climate in different areas. Students then labelled a diagram on "The Water Cycle" and used their texts as well as adapted materials to answer assigned questions.

Student Sample:

The water cycle is something that involves temperature in as very importantly. Water cycle almost depends on the temperature since we are using rain, sun, coolness and even snow as one of our main sources. Rain gives us the water and the water cools down and turn into lake and is evaporated by the sun. If we don't any of these main natural sources the water cycle wont be in work.

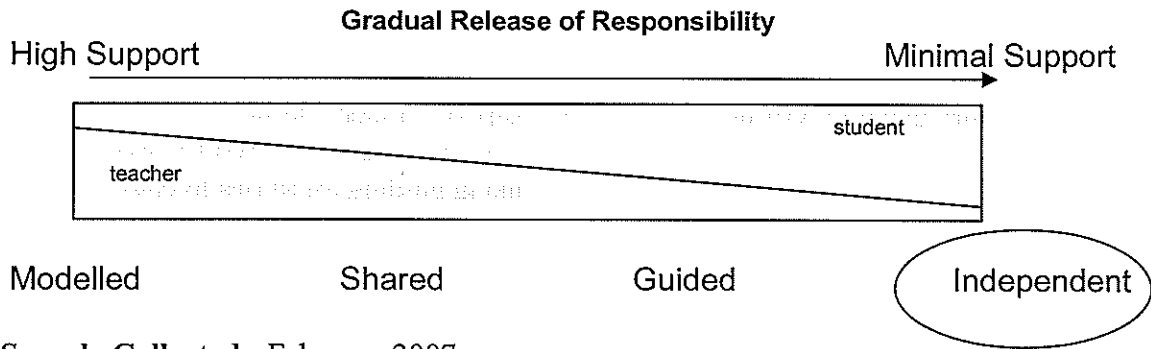
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • shows understanding of main concept (e.g., water cycle) • uses subject-specific vocabulary from a textbook • begins to understand sentence structure 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • communicate ideas related to main concept concisely • vocabulary to support sentence transition and linking words • better understanding of definitions related to topic (e.g., temperature) 	<ul style="list-style-type: none"> • provide graphic organizers or cloze activities to support the communication of key ideas • use of flowcharts and writing prompts to organize ideas and transition to paragraph writing • develop personal (bilingual) dictionary of science-related terms and definitions 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Male **Age:** 13
Country of Origin: India **Date Entered Canada:** Born in Canada, left at 2 years, re-entered October 2005
First Language: Urdu **Language Spoken at Home:** Urdu
ESL Stage: 2 **ESL Program Type:** I - Intensive
Previous Education: Formal schooling in India with some English language instruction
Living With: Mother, grandmother and older sister

Sample Context



Date Sample Collected: February 2007

Based upon a presentation given by a guest speaker during Black History Month, students were instructed to write a response journal. The words Kenya, East Africa, elephants and culture were written on the board during a discussion that preceded the writing task. Students had had multiple opportunities to previously write journal responses about shared learning experiences.

Student Sample:

Africa

Today a woman came to are school to talk about kenya. She brought a lot of artafact to show. She memerized the whole performace because it was only her. She stayed in kenya for 2 year. She liked Kenya because it was beautiful and she very much liked elephants. kenya is located in East Africa. She talked about the three cultures that live there. kenya's people are very intelligent, because they make chairs and etc. Also they are good in carving. They are, so interesting.

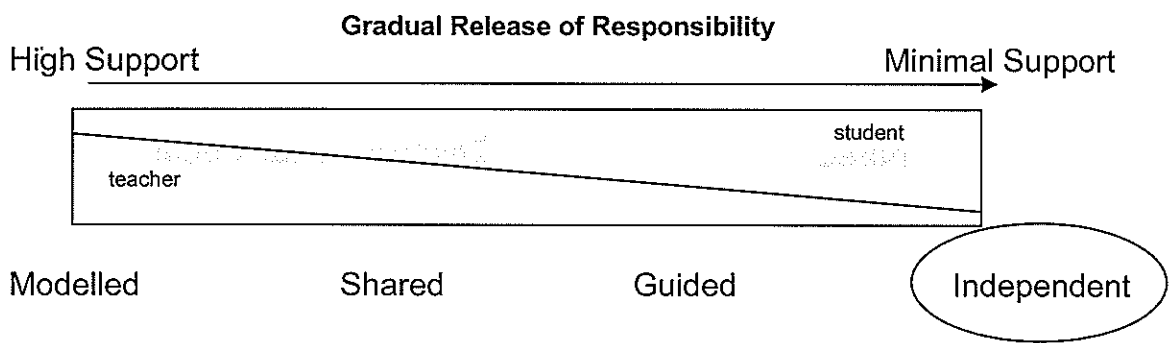
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	Strengths		<i>Modelled</i>
	<ul style="list-style-type: none"> • uses a variety of sentence types (e.g., simple and complex) • consistent use of past verb tense • able to retell related events and ideas in sequenced order 		
<i>Guided</i>	Needs	Instructional Focus	<i>Shared</i>
	<ul style="list-style-type: none"> • use more detail in writing • use a variety of connecting words • consistent use of word endings 	<ul style="list-style-type: none"> • support students to peer conference and edit written work using guiding questions to elicit details • use dictionary and thesaurus to build descriptive vocabulary • use word lists and anchor charts as points of reference • identify and list word endings in shared/guided instruction (e.g., reread own work for plurals) 	
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female **Age:** 13
Country of Origin: China **Date Entered Canada:** July 2003
First Language: Mandarin **Language Spoken at Home:** Mandarin
ESL Stage: 3 **ESL Program Type:** C - Classroom
Previous Education: Uninterrupted - no previous English instruction in China
Living With: Mother, aunt and cousins

Sample Context



Date Sample Collected: February 2007

Students had been previously instructed on the format and features of letter writing. Students practiced writing letters to one another, and to their teacher, in a weekly journal activity. The focus for their writing was on point of view in the context of media studies.

Student Sample:

Dear Editor,

How are you? I'm an E.S.L. student in E.J. Sand Public School. Our teacher wanted us to write a letter to you. That's interesting to write a letter to an edito. I'd like to do that.

Well, do you enjoy to watch cartoon's programs on T.V? I like cartoons very much. There are many funny things in cartoons. Many kids like to watch that. But some cartoons showed us about fighting. I watched a cartoon that was about someone had a fight with the others. They had a fighting match. Then all the people got hurt. I didn't enjoy it. A lot of cartoons are for children.

Do you think that's good? I don't think so. I think that's not healthy to the kids. I think we need to stop to show the fighting cartoons or to tell the parents to watch these shows with their children. I think the parents could guide them how can they do. That would be better. How do you think of that?

My English was not good. I just wanted to tell you what I thought. Thank you for listen to me.

Thank you!

Yours truly,

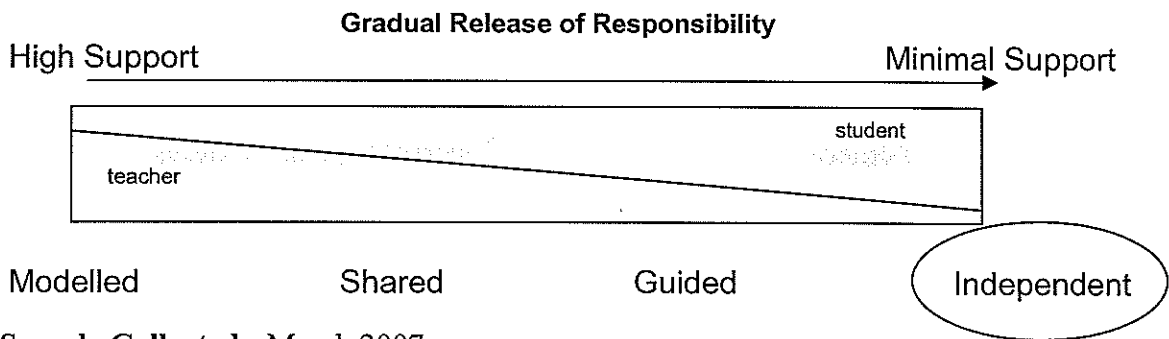
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • uses personal experiences to communicate ideas • divides central ideas into paragraphs • uses a variety of sentence forms to explain cause and effect thinking • demonstrates an understanding of the writing form (e.g., letter format) • uses punctuation and contractions 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • develop better understanding of word order • proper use of articles (e.g., the, a, an) • clarify use of question starters (e.g., how, what, where) • accurate use of prepositions (e.g., for, of, to) 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • use word sequencing to demonstrate that the verb and object follow the subject in a sentence • develop an anchor chart outlining examples of article use • teach questioning strategies, using think-alouds and read-alouds • identify prepositional phrases during reading instruction and repeatedly model their correct use for the learner 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female	Age: 14
Country of Origin: Sri Lanka	Date Entered Canada: April 2004
First Language: Tamil	Language Spoken at Home: Tamil
ESL Stage: 3	ESL Program Type: C - Classroom
Previous Education: two years basic English instruction in Sri Lanka; formal schooling from 5 years of age	
Living With: Both parents	

Sample Context



Date Sample Collected: March 2007

Students were asked to write about a “turning point” experience that has changed their life. Prior to writing, the teacher read and shared examples of similar student work. Students discussed examples and engaged in a brainstorming activity. The teacher reviewed essay-writing format and provided an outline and rubric for the assignment. Students submitted their outlines for feedback, and worked with peers on editing and revision prior to submitting their final copies.

Student Sample:

Many changes happen in life. There are changes that fully change your entire life. My life had changed because I moved to Canada from Sri Lanka. When I was just eight years old, my dad had come to Canada. Through out his entire life he had always wanted to go to another country. When he in his thirties he got the chance to go to Canada. So he went to Canada and my whole life made a twist.

The days at home with no dad were terrible. I had always wanted to go to Canada just to see my dad. I even asked my mom if I can go visit my dad just for a day and my mom tells me to go play. Two long, boring, no dad years passed by, it was a Saturday when my dad called my mom asked me to talk to him so I did. My dad told me that in a month there is a big surprise for me. I was really excited because I thought the surprise was that my dad is coming back from Canada. Even though I was wrong I was not disappointed since the surprise was that I am going to where my dad was living in “CANADA!”

On 2004 April 11th I went to Canada. After eight hours of flying in the sky I finally made it to Canada. When we got off the plane in the airport the first thing I saw was my dad happily waving at me and I waved back too. After making sure it was my dad waving at me I ran to him and hugged him real tight. Tears of joy came out of his eyes. We were all happy.

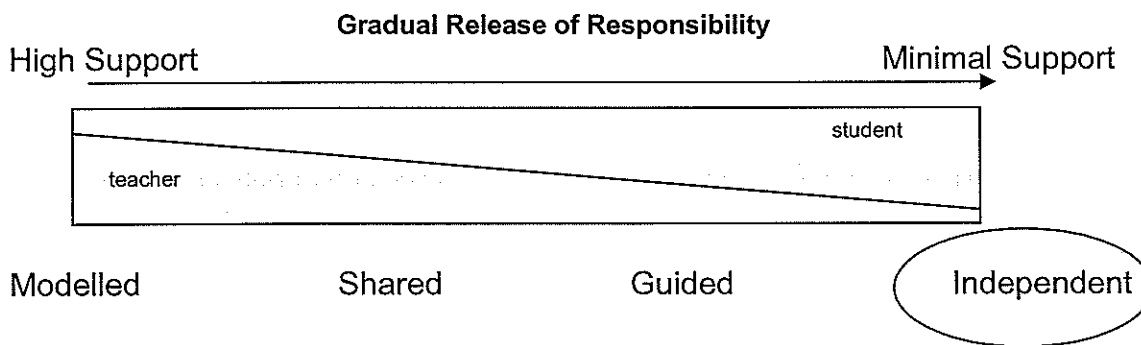
	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • communicates personal feelings in writing • effectively sequences ideas • uses linked paragraph structure effectively • uses a variety of complex sentence forms • uses the computer to draft and edit writing 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • more consistent use of punctuation to clarify meaning • use of modal verbs to convey greater subtlety of meaning • consistent use of verb tenses 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • review use of commas to isolate in subordinate clauses and identify that they provide additional information • use a comparative organizer that shows how modal verbs are used to alter meaning (e.g., "I worked ..." versus "I should have worked ...") • model in reading and writing instruction the appropriate verb tense usage with the support of graphic organizers (e.g., timelines) 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

English Language Learner Profile

Name: Female **Age:** 13
Country of Origin: India **Date Entered Canada:** June 2006
First Language: Gujarati **Language Spoken at Home:** Gujarati & English
ESL Stage: 4 **ESL Program Type:** C - Classroom
Previous Education: India, English instruction since Junior Kindergarten
Living With: Both parents

Sample Context



Date Sample Collected: April 2007

Students were instructed to choose one or two math concepts learned throughout the year and create an alternate explanation of that concept in the form of a narrative. Students were provided with assignment guidelines, as well as a graphic organizer. The task was independently completed.

Student Sample:

WHY CAN'T THE WORLD COME TO AN END?

Science has made a great progress and now we all know that the *earth* is *round*, but long time ago there used to be some mathematicians who did not know this fact... There were two main factions; the Triangusams and the Trapezandms. They had more competitions between them relating the shape of the earth. They tried new formulas and diagrams to find the shape of the earth. Finally, the Trapezandms came to a decision that the *earth is round*.

The Triangusams did not agree to the decision. The Trapezandms told them to either make another compass or prove it themselves *or* they could take a tour to the world and they will reach at the same spot where they started from as the earth is round, but the Triangusams did not verify it.

As a conclusion, they proved to the whole world that the earth is round. They also proved that it *can't come to an end as we know that it is round*. They were happy to see that they discovered two things out of one. They were proud to be mathematicians.

	<i>Independent</i>	<i>Modelled</i>	
<i>Independent</i>	<p>Strengths</p> <ul style="list-style-type: none"> • writes to summarize information • effectively uses math terminology and makes reference to mathematical concepts • makes appropriate use of conventions to communicate ideas 		<i>Modelled</i>
<i>Guided</i>	<p>Needs</p> <ul style="list-style-type: none"> • to use precision when writing complex sentences • use articles accurately (e.g., a, an, the) • use of connecting words 	<p>Instructional Focus</p> <ul style="list-style-type: none"> • teach appropriate use of sentence structures when using clauses (e.g., limit number of clauses within a single sentence) • create an anchor chart outlining the various uses of the articles in context and various examples for the learner to refer to • demonstrate the relationships between sentences (e.g., cause and effect, compare and contrast); build anchor charts identifying connecting words (e.g., cause and effect - so, therefore, thus) 	<i>Shared</i>
	<i>Guided</i>	<i>Shared</i>	

Additional Considerations:

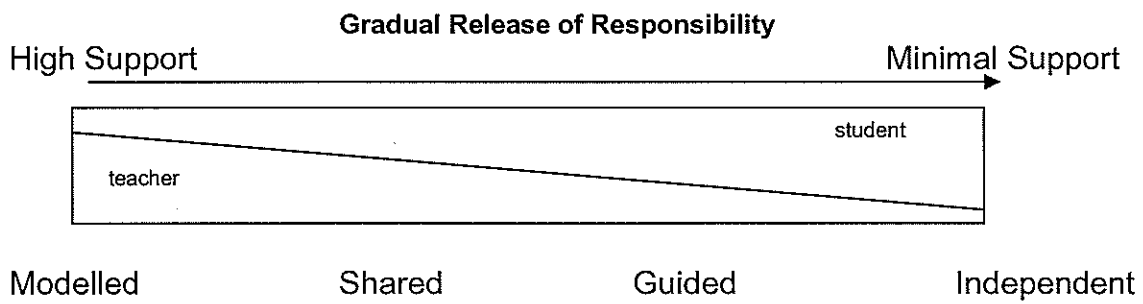
Division _____

Stage _____

English Language Learner Profile

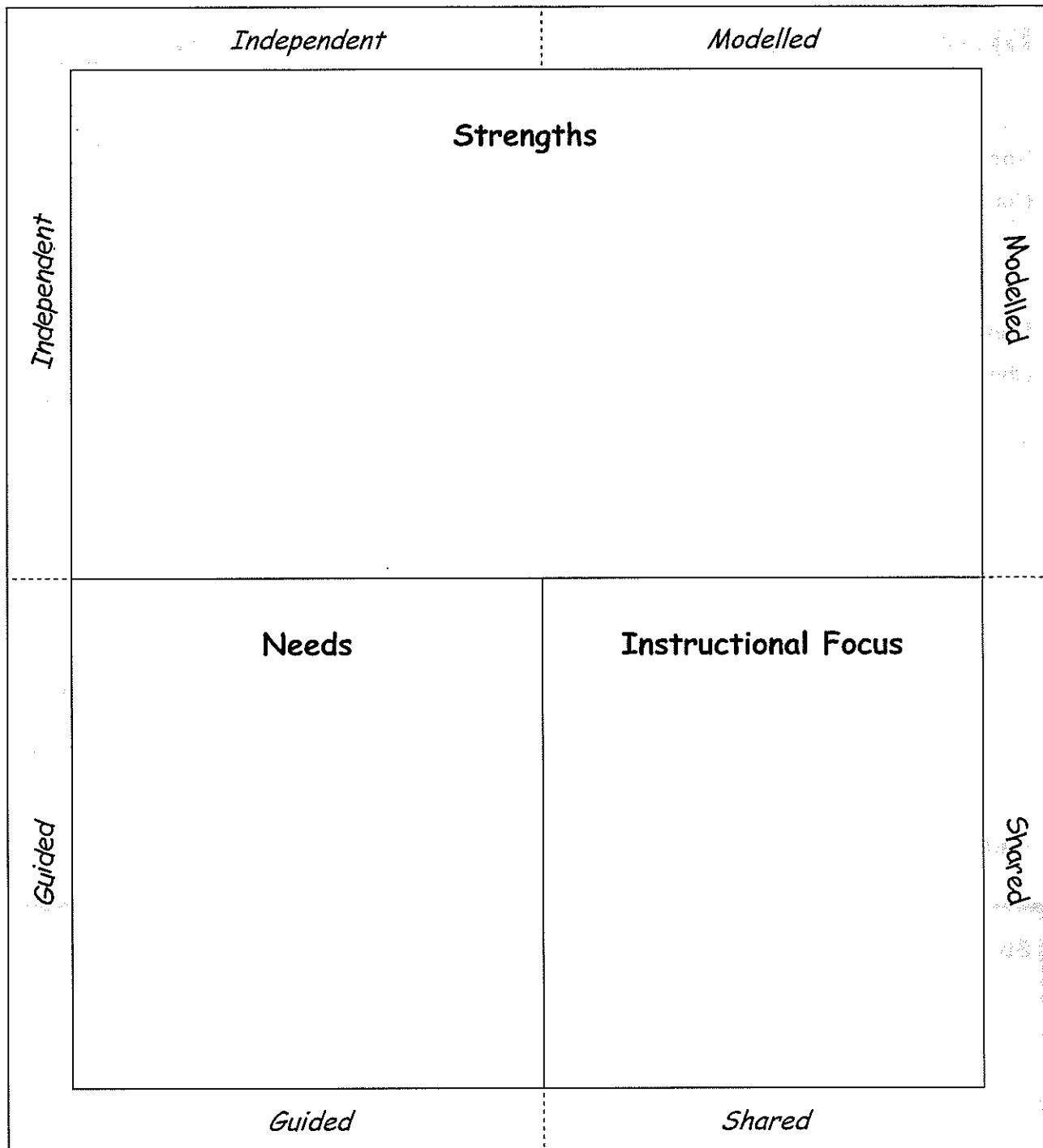
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Country of Origin: _____ **Date Entered Canada:** _____
First Language: _____ **Language Spoken at Home:** _____
ESL Stage: _____ **ESL Program Type:** _____
Previous Education: _____
Living With: _____

Sample Context



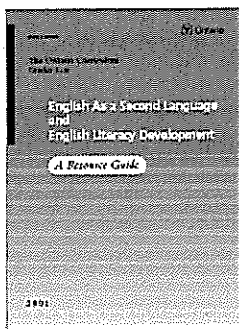
Date Sample Collected: _____

Student Sample:

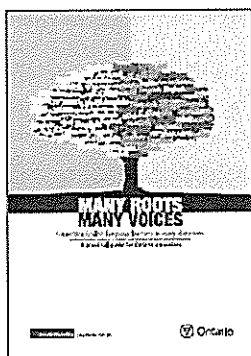


Additional Considerations:

Additional Resources



The Ontario Curriculum, Grades 1–8: English As a Second Language and English Literacy Development – A Resource Guide, 2001 describes programs and procedures that support students who are from countries or communities in which standard Canadian English is not the primary language of communication and who may have difficulty meeting the expectations of the Ontario curriculum because of their lack of proficiency in English.



Many Roots, Many Voices is designed to support teachers, principals, and other education professionals at the elementary and secondary levels to work effectively with English language learners. This resource offers a rich source of practices and strategies that can be put to immediate use in the school and the classroom. You will also find an in-depth exploration of the English language learner, and an annotated list of references and resources for further reading and study.

York Region District School Board ELL Sharepoint

You will find links to websites, webcasts, and ministry sites, classroom resources, professional resources, newsletters, board generated documents, workshops and upcoming events. You only need a York Region email address to log on to:

<https://teamserver.yrdsb.net/department/cis/esl>