

ANNUAL INSTRUCTIONAL PLAN (AIP)

LEVEL 2 - EMERGING

LANGUAGE & LITERACY SKILLS TO BE DEVELOPED

- Develop ability to understand and respond to basic spoken English
- Develop ability to use English to interact and collaborate with others in social and academic contexts
- Develop and extend vocabulary in content areas
- Use oral language to converse, explain, sequence, make choices, evaluate, make judgments
- Develop phonological awareness skills
- Develop understanding of English phonics rules for decoding and spelling
- Develop ability to read and comprehend simple English text
- Increase reading fluency (rate, intonation, expression, automaticity)
- Uses a variety of comprehension strategies to understand unfamiliar and complex text
- Write using simple English structures
- Strengthen ability to revise and edit written work

INSTRUCTIONAL STRATEGIES

- Preview/Pre-teach key content vocabulary and concepts in anticipation of language demands
- Develop higher order cognitive skills & associated language (e.g. questioning, hypothesizing, evaluating, persuading)
- Access and expand on student's background knowledge to contextualize topics
- Use dual language strategies
- Provide alternative and authentic text (adapted, bilingual, graphic, student-made, patterned/predictable, multicultural)
- Use whole language strategies (pocket chart activities, role play, concrete experiences)
- Design activities to develop phonics and phonological awareness
- Use key visuals/graphic organizers to develop specific language & content (maps, timelines, diagrams, graphs, charts)
- Adapt/reinforce speech by simplifying vocab & structures, using gestures, images, objects, avoiding/explaining idioms
- Provide opportunities for partnerships and cooperative learning to encourage language use in meaningful contexts
- Explicitly teach, model and prompt effective reading strategies through guided reading activities, etc.
- Explicitly teach the language of specialized subjects (e.g. math, science, etc.)
- Allow for extra wait time for students to process and respond to questions, complete assignments
- Adjust pacing of instruction appropriate to level of language proficiency
- Use sheltered, content-based language instruction (Knowledge Framework, CALLA, Foresee, SIOP model)
- Teach and model a guided writing process and variety of genres through scaffolds, frames, models, think aloud, etc.
- Provide for repeated exposures to targeted language structures
- Emphasize oral language development through language games, chants, songs, drama, story-telling, etc.
- Use resources specifically designed for ELL learners
- Promote self-esteem by recognizing the student's cultural and linguistic background

ASSESSMENT, EVALUATION & REPORTING

- Provide descriptive, systematic feedback and avoid overcorrecting error
- Use assessment accommodations (extra time, oral interviews, learning logs, portfolios, simplified language/instructions)
- Use ELL standards, language proficiency scales, rating scales, rubrics to guide instruction and assessment
- Report to parents the student's progress in English
- Use assessment accommodations (extra time, separate setting, alternative forms such as oral interviews, learning logs, portfolios, simplified language/instructions)

ADDITIONAL SUPPORT

- Increase experiential knowledge of Canadian culture, values, beliefs
- Encourage intercultural communication and understanding
- Develop ability to use a variety of learning strategies to extend social and academic communicative competence
- Encourage self-monitoring and self-advocacy (soliciting feedback, requesting clarification or assistance)

- Attend professional development opportunities designed to address the needs of ELL learners
- Use the services of Multicultural workers
- Consult LST Helping Teacher on promising practices, assessment, evaluation, etc.