DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

Multilingual Learners

Specialized Assessment
Version 1.0

"The development of a positive self-concept, as well as a strong self-identity as a multilingual/multicultural learner, is an essential element of finding a place and sense of belonging in a new learning and social environment."
- Manitoba Curriculum Framework for EAL & LAL

Click the LRSD logo throughout this document to navigate back to the Table of Contents

Version 1.0

Table of CONTENTS

LRSD LAND ACKNOWLEDGMENT

The Louis Riel School Division (LRSD) brings together a community of schools on the traditional land of the Anishinaabek, Ininewak, and Dakota. Our division is located on the homeland of the Red River Metis. We recognize that Manitoba is also the traditional land of the Anishininwak and Dene.

We respect the treaties made on this land and acknowledge the harms and mistakes of the past and present. We dedicate ourselves to authentic alliances with Indigenous communities in a spirit of reconciliation and cooperation.

The ongoing development of LRSD's land acknowledgement is guided by our Indigenous Council of Grandmothers and Grandfathers, and we thank them for their generosity and collaboration.

INTRODUCTION

Important goals of the Manitoba school system include supporting the intellectual, linguistic, and social development of learners, in order to enhance their personal, career, and life choices. These goals apply equally to all learners. To help realize these goals for those learning English as an Additional Language (EAL), Manitoba educators need to provide services and programming to ensure that the school system is equitable, inclusive, appropriate, relevant, accessible, and accountable.
The Louis Riel School Division's mission is to provide a safe, inclusive and, engaging environment, where personal and collective learning are valued, and each one of us reaches our full potential.

We are committed to the following priorities with regards to Multilingual Learners (MLLs), outlined in the LRSD Multi-Year Strategic Plan:

- Learning and work environments are accessible and equitable to all students, staff, and parents/guardians as safe and welcoming places to learn, work, meet, and collaborate.

- All schools use provincial and local curricula, pedagogical approaches, and learning assessments to support a "whole-brain learner-centric, socially inclusive education for human flourishing that emphasizes interconnectedness instead of isolation between cognition, metacognition, and social-emotional learning."

- All schools emphasize a student-centered learning approach to ensure instruction is tailored to meet the unique needs, interests, and abilities of individual learners.

- Co-create, implement, and sustain a framework and structures to support student services teachers' and classroom teachers' shared responsibility for supporting multilingual learners in becoming proficient in English and French (in the context of French Immersion Schools).

ACKNOWLEDGEMENTS

We thank the many contributors to this document for their time and efforts. It is important to gratefully acknowledge that this document has been adapted with permission using materials developed by The Calgary Board of Education (CBE) Learning Services personnel and the River-East Transcona School Division (RETSD).

We also appreciate the hard work of the following Louis Riel School Division (LRSD) staff who are the original members of the LRSD Multilingual Learners & Specialized Assessments Committee. They spent many hours reviewing the CBE and the RETSD Documents and adapted them to LRSD's vision, mission and values. They represent a cross-section of Classroom Teachers, Student Services Teachers, Clinicians and School & Classroom Support Instructional Teachers who come from Early Years, Middle Years, Senior Years & Senior Years LAL Programs in our English and French Immersion Schools:

Project Leads:
Ron Cadez - Director of Schools & Classrooms Supports
Corey Kapilik - Divisional Principal of Diversity, Equity, Inclusion & Anti-Racism
Rose Pagtakhan - School & Classroom Support Team
Genevieve Shyiak - School & Classroom Support Team
Melissa Burns - School & Classroom Support Team

Louis Riel School Division Staff Members:

Dina Almeida	Tricia Kinaschuk-Oughton
Tricia Bailey	Julianne Koch
David Boyes	Amanda Kroeger
Laurie Brewster	Susanne Lee
Lisa Cadez	Paula McDonald
Jacqueline Chan	Dennis Nguyen
Dulce Creighton	Roy Norris
Alyssa Curry	Justine Phipps
Melanie Davlut	Colleen Prystenski
Megan Dooley	Sharmila Sukhan
Rob George	Jill Tanner
Rob Goodman	Shannon Timlick
Karla Gutierrez	Lisa Tymchuk
Chandra Haines	Scott Wood
Pamela Jordan	

PURPOSE OF THIS DOCUMENT

This document outlines the process for determining if there are specialized programming needs required by Multilingual Learners. Its purpose is to assist school staff in determining a course of action for Multilingual Learners who are encountering difficulty in the classroom that might be related to more than English language acquisition.

This document supports an investigative and data gathering process that is implemented when concerns regarding a Multilingual Learner are noted. The ideas and strategies described in this document are designed to inform any further conversations and hypotheses. The document also outlines the processes to be followed in the Service Delivery Framework to support Multilingual Learners in our schools.

This document provides a list of commonly observed challenges in the classroom; cultural and linguistic interpretations of the situation; and sample intervention strategies. There are many possible explanations for a Multilingual Learner's challenges such as the stress of adjusting to a new language and culture, previous schooling experiences, trauma or underlying medical issues.

The document is intended to:

- build upon teachers' strength in making observations and adjusting programming to meet the needs of learners
- respond to common questions from teachers regarding MLLs
- assist in understanding how language, culture, development and other factors can impact the behavior of learners
- assist in determining the roots of observed behavior
- offer concrete strategies to address identified challenges and differentiated instruction
- highlight the universal strategies that should be in place for all learners (RTI – tier 1) and targeted instruction (RTI – tier 2) designed to meet the identified needs of the MLL
- build upon existing initiatives in the Louis Riel School Division for supporting MLLs in the classroom
- provide links to additional resources and sources of support

WHO ARE MULTILINGUAL LEARNERS?

In the field of English Language Learning, there have been and continues to be a number of different terminologies used. English as a Second Language (ESL) was initially used to describe those learning the language, but was changed to English as an Additional Language (EAL) in order to reflect the students who already know several different languages.

While EAL is still being widely used by many, including the Province of Manitoba, it is important to note that EAL refers to programming and not the student. In the Louis Riel School Division's continued work towards greater diversity, equity, inclusion and anti-racist practices, we are endeavoring to use the term Multilingual Learner (MLL) to describe students who are learning English, regardless if they were born outside of Canada or within Canada.

There are several reasons why MLL is the preferred term. First, it is a positive term which defines students in terms of their talents and potential linguistic accomplishments rather than what they lack (proficiency in the school language). Approximately 20 years ago, Dr. Gloria Ladson-Billings, pedagogical theorist and educator known for her work in culturally relevant pedagogy, introduced the concept of viewing English learners from an asset rather than a deficit perspective.

According to Jim Cummins, Language & Literacy Development Professor at the University of Toronto, students whose multilingual identities are affirmed perceive that teachers have high expectations for them to succeed in school. Therefore, students are more likely to engage actively with learning if their teachers have these high expectations. Multilingual Learners bring many assets to the classroom. While they are developing proficiency in multiple languages, we must recognize the information and ideas that they have already learned. These home and community experiences can become the focus of important daily instruction to benefit all students. Finally, while English is the language of instruction, it does not have to be the only language of instruction, nor does it have to be the only language of learning. (Cummins, 2020)

MLLs IN MANITOBA

Multilingual Learners in Manitoba may be:

- Indigenous students who come to school speaking one or more Indigenous languages
- Indigenous students who come to school speaking a dialect of English that has been strongly influenced by one or more Indigenous languages
- Newcomers to Canada who have a language background other than English and have age-appropriate schooling
- Newcomers to Canada who have a language background other than English and who have had periods of interrupted schooling
- Students who are beginning school or who have had some or all of their schooling in Canada, and whose home background includes at least one language other than English, and who have limited English proficiency
- Students who speak Standard English as an Additional Dialect (SEAD)
- Students who are born and educated in Tyrolean-/German speaking Hutterite colonies
- Students who are Deaf or hard of hearing, and whose first language is a signed language

For the purposes of ease of consistency with this document, MLL will be used broadly in this document to refer to culturally and linguistically diverse learners. This does not, however, reduce the importance of:

- culturally responsive education to learners with unaccented English who arrive at school unfamiliar with schools and with Canadian culture,

- English language development for those young learners with unaccented English who may have a limited fund of English vocabulary.

EAL and LAL Learners in Manitoba Schools

Indigenous students who come to school speaking one or more Indigenous languages	These learners may • live in a community or home where English is not generally used for everyday communication • have developed good oral skills in their first language(s) • have had limited literacy experiences in their first language • know that English is used in wider Canadian contexts through television and adults' interactions with non-Indigenous people in their community • experience periods of irregular school attendance	Indigenous students fluent in Indigenous language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Indigenous students who come to school speaking a dialect of English that has been strongly influenced by one or more Indigenous languages	These learners may • live in a community or home where a local dialect of English is generally used in everyday communication • have developed good oral skills in their local dialect of Indigenous English • have limited experience with literacy in their first language • not recognize the distinctions between Indigenous English and the varieties of English used in Manitoba schools (i.e., demonstrate characteristics of Standard English as an additional dialect [SEAD] speakers) • experience periods of irregular school attendance	Indigenous students fluent in Indigenous English may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Newcomers to Canada who have a language background other than English and have age-appropriate schooling	These learners may • be at or above age-appropriate levels of schooling in Manitoba • have developed good oral and literacy skills in another language(s) • have varied experience with certain English skills (e.g., oral) • experience cultural adjustment that affects personal, social, and academic integration	Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Newcomers to Canada who have a language background other than English and who have had periods of interrupted schooling	These learners may • be below age-appropriate levels of schooling in Manitoba • experience cultural adjustment that affects personal, social, and academic integration • suffer from post-traumatic stress disorder • have spent time in refugee camps • have had periods of interrupted schooling • have had no previous schooling	Newcomer students may enter the Manitoba school system at any point throughout Kindergarten–Grade 12

EAL and LAL Learners in Manitoba Schools

Students who are beginning school or who have had **some or all of their schooling in Canada**, and whose home background includes at least one language other than English, and who have limited English proficiency	These learners may • have been born in Canada or elsewhere • come from homes where English is not used or is not the dominant language • come from homes where English is not the only language used • come from homes where English is used as an additional language between parents who do not speak the same first language • have fluent everyday conversational skills in English but difficulty with academic language • have entered school with a good command of both English and (an) other languages(s) but require monitoring and/or additional support	Students with language backgrounds other than English typically enter the Manitoba school system in Kindergarten–Grade 1
Students who speak **Standard English as an additional dialect** (SEAD)	These learners may • be English first-language speakers but speak dialects of English that vary considerably from the variety of English that is typically used in Manitoba schools • not recognize the distinction between their variety of English and the variety commonly used in school	Students who speak SEAD may enter the Manitoba school system at any point throughout Kindergarten–Grade 12
Students who are born and educated in **Tyrolean-/German-speaking Hutterite colonies**	These learners may • be placed in multi-grade, multi-level classrooms of between 15–30 students • initially have fluency in German and have limited experience with English • be strongly grounded in Hutterian culture and lifestyles	Students born and educated in German-speaking Hutterite colonies typically enter the Manitoba school system in Kindergarten–Grade 1
Students who are **Deaf or hard of hearing**, and whose first language is a signed language	These learners may • have been born in Canada or elsewhere • have various levels of fluency in the signed language of their home country or in American Sign Language (ASL) • use ASL or a signed language as their first language and develop English through reading and writing as their second language • have language(s) other than English as their second language • attend a mainstream classroom, cluster program, or the Manitoba School for the Deaf	Students with a signed language as their first language may enter the Manitoba school system at any point throughout Kindergarten–Grade 12

Manitoba Education and Advanced Learning (2021) *Early Years: Manitoba kindergarten to grade 4 curriculum framework for English as an additional language (EAL) programming, version 1.0* [infographic]

ETHIC OF HOSPITALITY

The Ethic of Hospitality is a philosophy centered on fostering genuine human connections and nurturing relationships that extend beyond surface-level interactions, challenging us to connect with others on a deeper, more human level. Rooted in the Ethic of Care, this framework calls us to action and asks us to give place to new ways of knowing, doing, and being.

In education, it is authentically embracing our students and allowing our classrooms, our schools, our curriculum, and our systems to evolve in ways that support all our learners, valuing all the assets and experiences they bring with them, and embracing the perspectives gained by allowing families to have a seat at the table and voice in the conversation. It is a people-first approach to education and requires action and intentionality from us in welcoming our learners and their families. (Ruitenberg, 2015; Nodding, 1988)

GENERAL CONSIDERATIONS FOR MLLs

In getting acquainted with MLLs, there are a number of general considerations to keep in mind, especially during the first several years of school, but not limited to this timeframe. These considerations can play a key role in the pace and accuracy of a student learning an additional language. Prior to questioning whether an MLL may have a language difference, delay or disorder, the following must be taken into account:

Triple Trauma Paradigm

Silent Period

BICS vs. CALP

Language Difference/Delay/Disorder

Code Switching

Translanguaging

Cultural Considerations

Triple Trauma Paradigm

It is often believed that new immigrants, refugees, and asylees are "in the midst of a chronological interaction of three distinct traumatic periods" (Michultka, 2009). These three traumatic periods are referred to as the Triple Trauma Paradigm.

TRAUMA OF

Country of Origin	Migration	Settlement
• War/conflict/oppression • Forced labour • Torture • Gender-based violence • Illness • Religious persecution • Child abuse, illness, injury, accidents, loss	• Dangerous journeys • Human trafficking risk • Legal status process • Questions of safety • Unknown future • Discrimination/racism	• Family separation • Discrimination/racism • Underemployment • Unmet needs • Lack of choice/control • News of home • Identity/social status

Infograph based on the work of Davidson, Murrayy & Schweitzer, 2008; Goodkind et al., 2014; Martinez Fitzgerald, 2019; Measham, Guzder, Rousseau, Pacione, Blasi-McPhearson & Nadeau, 2014; Opaas & Varvin, 2015; Polcher & Calloway, 2016; Slobodin & de Jong, 2015; Van Wyk & Schweitzer, 2014

1. The trauma of the country of origin refers to why individuals have to flee/leave their home country. The reasons could be a result of oppression or discrimination against them due to their identification with an "undesired group". This discrimination can result in their inability to gain employment, housing, medical care or basic human rights. They could also be targeted by receiving threats and being forced into hiding. Sadly, they could also be tortured which could include beatings, injury or even death to themselves or members of their family.

2. The trauma of the escape from their country of origin and/or the journey to their new host country can be filled with many traumatic events. First, individuals may have been forced to leave their family, friends and possessions with very minimal warning. They often do not have a lot of time to plan for the journey or gather valuable belongings or important documentation. Some individuals may experience extreme travel conditions en route to their destination such as walking expansive distances, being locked in enclosed spaces, as well as experiencing new and extreme climates. Many immigrants face danger during their journey and have very minimal resources at their disposal.

3. The trauma of the relocation process or their new host country can be filled with experiences that re-traumatizes them. In addition to the loss of family, community and culture, they face the loss of a social role and identity. Poverty, social isolation, challenges to adjusting to a new job and language adds to their already high levels of stress. They can also face anti-immigrant attitudes that may be hard for them to make sense of and oftentimes do not know where they can turn to for help.

While children may not necessarily go through all of these experiences and emotions, they are usually in tune to their parents' or family members' fears and pain. It is important that we keep these three levels of trauma in mind as we welcome new students and ensure that they feel a sense of belonging and safety in their new school communities. (Michultka, 2009)

Silent Period

Due to a variety of reasons, including the Triple Trauma Paradigm, students may enter a silent phase. This is a period of silence, which may last up to 2 years, where learners are unable or unwilling to speak. While silent, they are still processing the new sounds, vocabulary, structure, and norms of the new environment (ICAL TEFL, n.d.). The Ethic of Hospitality is critical during this phase, working to ensure that students feel safe, that they belong and that it is okay to take risks and make mistakes.

BICS vs CALP

Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) are two areas of language learning.

BICS refers to the day-to-day conversational skills that students learn quickly and use repeatedly. An example is asking friends how their weekend was or if they want to play together. Students usually become proficient in BICS anywhere from 6 months to 2 years.

CALP, on the other hand, refers to the academic language that is not often used. An example is the vocabulary, phrases and ideas that one would need to learn about a science concept. CALP takes a longer period of time to be established, with most students taking up to 5 years before they become proficient. Therefore, it is critical that a student's proficiency in BICS is not mistaken for them being advanced in their overall English language acquisition. (Cummins, 2008)

BASIC INTERPERSONAL COMMUNICATION SKILLS
BICS - 1-2 Years
- Surface level - Here and Now
- Familiar Content
- Face to Face Conversation
- High Frequency Vocabulary - 2000 words
- Simple Sentence Structure
- Low Pressure
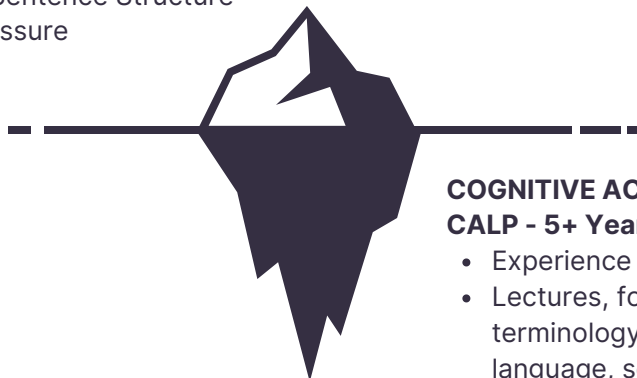
COGNITIVE ACADEMIC LANGUAGE PROFICIENCY
CALP - 5+ Years
- Experience and exposure to culture
- Lectures, formal, written text, specialized terminology, humour, cuture, idioms, texbook language, social appropriateness, non-verbal communications
- Limited Interaction (textbook)
- More Abstract
- Less familiar content
- Decontextualized
- Low frequency vocabulary
- High stakes (lots of pressure)

Image adapted from: Tolson, A. (2017). Language Acquisition [infograph].

Language Difference/Delay/Disorder

*"A **language difference** typically refers to a child whose language learning is different as a result of cultural or linguistic factors. It is 'the result of the normal process of second language acquisition and its impact on the development of the second language' (Gillespie, 2015 as cited in Prezas & Jo, 2017, p. 5). This could include developmental errors, errors in phoneme/morpheme usage and/or cultural differences in the patterns between the languages spoken (for example, work order from the first language may be carried over into the additional language). A language difference itself is not indicative of a language delay or disorder.*

*A **language delay** typically indicates that a child's language is progressing in a typical sequence, but may be slower than same-age peers. "Children with a language delay may exhibit a slower onset of a language skill, slower rate of progression through the acquisition process, slower sequence in which the language skills are learned or all of these." (ASHA, 2015).Having a language delay does not necessarily mean that a child will "catch up" over time. "For some children, delayed acquisition of language milestones is the first indication of language impairment that will persist throughout childhood, interfering with everyday communication an academic attainment" (Dale, Price, Bishop & Plomin, 2003).*

*A **language disorder** is a language problem that creates obstacles to communication or learning in everyday life. These problems are unlikely to resolve on their own (SAVC, 2018).For children who are MLL, a true language disorder will be evident in all of the languages that the child speaks (ASHA, n.d.1)."* (ACSLPA, 2018)

Code Switching

"Code switching occurs when children or adults alternate between two or more languages. The most common way young children mix two languages is by beginning a sentence in one language, then switching to another (Genesee et al. 2004)" (NCCLR, 2021)
Errors made by the child might be a reflection of this situation and is not necessarily a cause for concern. In fact, in certain areas of language learning, code-switching could be a useful strategy.

Translanguaging

Translanguaging is the term used to describe practices that allow and encourage EAL learners to use their full linguistic repertoire in order to empower them and help them to realize their full potential. In actual fact, translanguaging should be encouraged as a component of culturally and linguistically sustaining pedagogy. (ELT, 2022)

In the classroom this might look like the MLL using their L1 or a mixture of languages to take notes and/or represent their learning and understanding.

Cultural Considerations

Cultural norms of students, their beliefs, attitudes and customs, will guide their behavior and determine their thoughts and actions.
While there is surface culture, such as a particular group's food, music, dress, etc., there is also deep culture which we can't always see, such as notions of leadership, incentives to work, etc. It is the awareness of deep culture that we, as educators, must respond to with acceptance and sensitivity in our schools. In questioning whether a student is dealing with more than English language acquisition, let us remember that understanding cultural differences in student behavior is an important consideration. (ATA, 2010)

Understanding ESL Learners: Moving Toward Cultural Responsiveness — A Guide for Teachers outlines further information on perceived behavior and possible cultural considerations.

STUDENT SUPPORT SERVICES IN LRSD

Student Support Services in LRSD are organized as an integrated Multi-Tiered System of Support (MTSS) comprised of divisional and school-based staff dedicated to providing access to inclusive and appropriate education for all students. Guided by legislation, regulations, Manitoba Education and LRSD policies and protocols, we engage collaboratively with students, parents/guardians, supporting agencies and members of the student's team to support the learning and wellbeing of students.
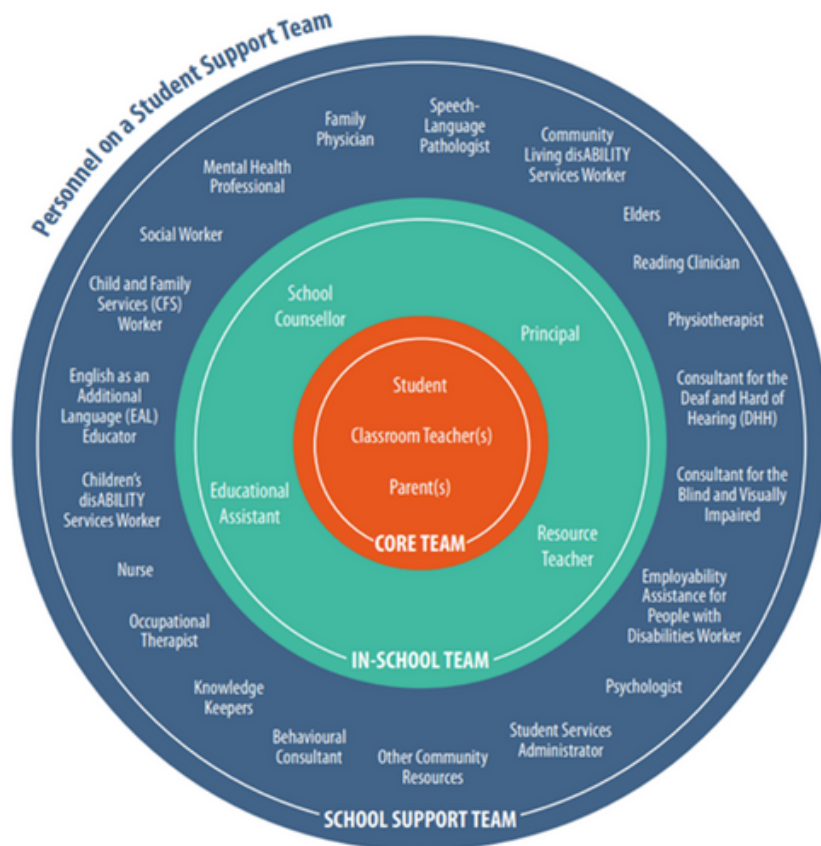
The School-based Student Support Team includes the student, parent(s), classroom teacher(s), school principal, student services teacher and may include educational assistants and others who support students with special learning needs and abilities.

The divisional School and Classroom Support Teams includes supports such as clinicians and consultants. School clinicians provide consultative-collaborative services with school personnel and parents, and may become active members of a student's support team through the school division referral process.

The following protocol is an investigative process for School-based Student Support Teams that is implemented as soon as concerns regarding a Multilingual Learner are noted. This protocol can support school staffs as they work through the question:
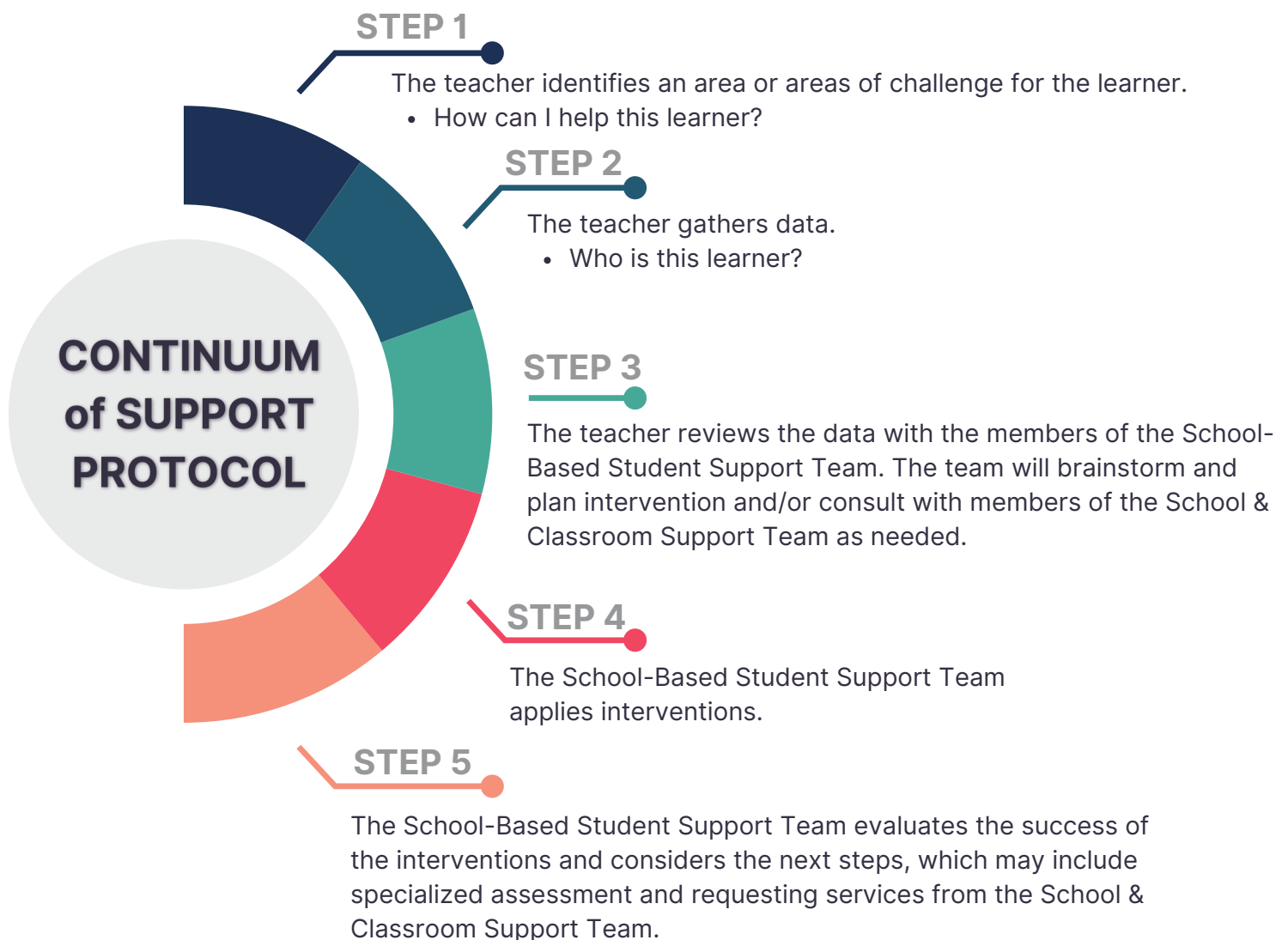
Does this MLL have specialized programming needs?

Manitoba Education and Advanced Learning, 2023. *Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools* [infographic and adapted content]

CONTINUUM OF SUPPORT PROTOCOL

The continuum of support protocol will assist in determining appropriate programming for the MLLs who are encountering difficulties. This programming may or may not include eligibility for specialized services.

*See Appendices: School-Based Student Support Team

STEP 1

The teacher identifies an area or areas of challenge for the learner.
- How can I help this learner?

STEP 2

The teacher gathers data.
- Who is this learner?

STEP 3

The teacher reviews the data with the members of the School-Based Student Support Team. The team will brainstorm and plan intervention and/or consult with members of the School & Classroom Support Team as needed.

STEP 4

The School-Based Student Support Team applies interventions.

STEP 5

The School-Based Student Support Team evaluates the success of the interventions and considers the next steps, which may include specialized assessment and requesting services from the School & Classroom Support Team.

CONTINUUM of SUPPORT PROTOCOL

Model adapted from the CBE (2013) *Complex English Language Learners (CELLS): A Tool to Support School Learning Teams*

RESPONSE TO INTERVENTION

Response To Intervention (RTI) is a multi-tiered approach focused on providing direct services, supports, and interventions for at-risk students. You will often see the concept of RTI displayed in a visual pyramid

A Continuum of Supports for Specialized Services

"The intent of the RTI Model is to remediate academic and behavioural difficulties as soon as they are identified and to move students back to a lower tier when they are responding to the intensive instruction. The RTI model uses a three-tier service delivery model that represents a continuum of increasingly intense interventions that correspond to the responsiveness of students in both academics and social and emotional learning:"

TIER 1: The instruction in Tier 1 involves effective implementation of the provincial curriculum for all students in the classroom. Teachers assess students regularly to determine whether they are meeting curricular outcomes. Students performing below level are placed into Tier 2.

TIER 2: In Tier 2, students receive small-group instruction in addition to core instruction. Student grouping organization reflects common needs. Students are assessed regularly and are returned to Tier 1 if they achieve expectations. Students below expectations remain in Tier 2 or may be referred to Tier 3.
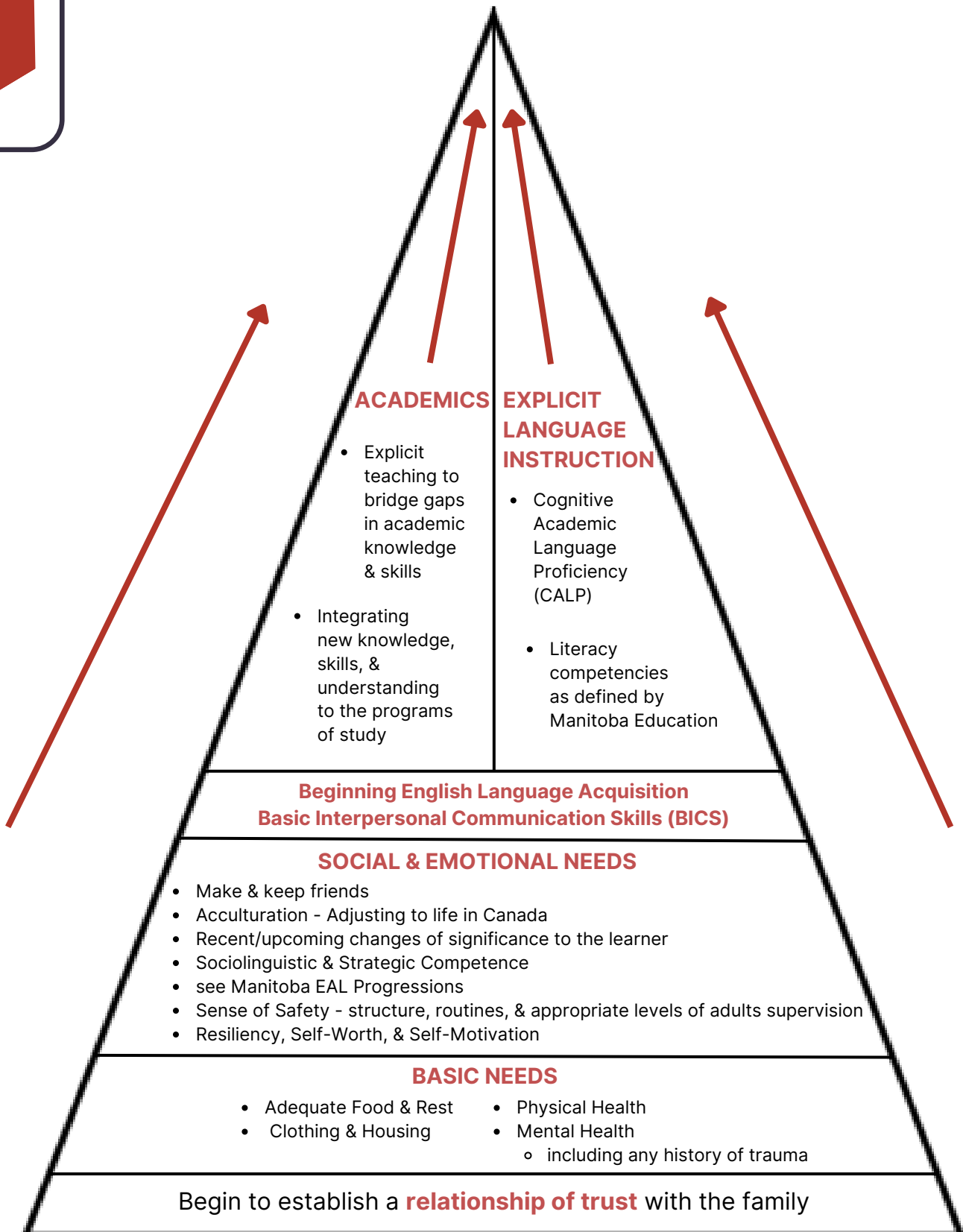
TIER 3: The instruction in Tier 3 is personalized and is usually provided by the resource teacher. The intent of the RTI model is to remediate academic difficulties as soon as they are identified and to move students back to a lower tier when they are responding to the intensive instruction.

Manitoba Education and Advanced Learning, 2014. *Supporting Inclusive Schools: a Handbook for Resource Teachers in Manitoba Schools* [infographic and adapted content]

PRIORITIZING NEEDS
Interventions for Complex Learners

ACADEMICS

- Explicit teaching to bridge gaps in academic knowledge & skills

- Integrating new knowledge, skills, & understanding to the programs of study

EXPLICIT LANGUAGE INSTRUCTION

- Cognitive Academic Language Proficiency (CALP)

- Literacy competencies as defined by Manitoba Education

Beginning English Language Acquisition
Basic Interpersonal Communication Skills (BICS)

SOCIAL & EMOTIONAL NEEDS

- Make & keep friends
- Acculturation - Adjusting to life in Canada
- Recent/upcoming changes of significance to the learner
- Sociolinguistic & Strategic Competence
- see Manitoba EAL Progressions
- Sense of Safety - structure, routines, & appropriate levels of adults supervision
- Resiliency, Self-Worth, & Self-Motivation

BASIC NEEDS

- Adequate Food & Rest
- Clothing & Housing
- Physical Health
- Mental Health
  - including any history of trauma

Begin to establish a **relationship of trust** with the family

Model adapted from the CBE (2013) *Complex English Language Learners (CELLS): A Tool to Support School Learning Teams* Based on Maslow's Hierarchy of Needs and Kilpatrick, A.C. & Holland, T.P (1999) *Working with Families: An Integrative Model by Level of Need*. Needham Heights, MA: Allyn & Bacon.

GLOSSARY

Multilingual Learner (MLL) – The Louis Riel School Division uses this term and acronym to refer to students who are learning English as an Additional Language

English as an Additional Language (EAL) – This term and acronym refers to programming that is provided to MLLs

Literacy, Academics and Language (LAL) – LAL refers to programming that is required for students who have had significant disruptions in their formal education (2 or more years). LAL programming begins in middle years and the curriculum is outlined in the Manitoba Curriculum Framework for EAL & LAL

Manitoba Curriculum Framework for English as an Additional Language and Literacy, Academics and Language – LRSD uses this to guide planning and programming for MLLs. It is also an additional reference document for teachers and parents

Early Years (EY) - This term and acronym refers to students in Kindergarten to grade 4
Middle Years (MY) – This term and acronym refers to students in grades 5 to grade 8
Senior Years (SY) – This term and acronym refers to students in grades 9 to grade 12

Inclusion - LRSD is committed towards deeper understanding of human diversity and what is required for diverse individuals and groups to experience inclusion, equity and success. There are systemic and societal barriers and inequities that impact student equitable access to education and success in LRSD. Understanding the relationship between those who do not experience adequate or equitable success in schools is critical when supporting students and families. Please see the following resources to inform our collaborative efforts to improve inclusion and equity.

Differentiation of Instruction – This philosophy takes into consideration the profile of learner, a deep understanding of content, an ability to modify process, and the expansion of opportunities to represent learning through products. Explicit language teaching can occur within this inclusionary model utilizing a thorough understanding of language acquisition elements and a dedication to this concept during planning, assessment, and inclusion.

Culturally & Linguistically Sustaining Pedagogy – Allows, invites and encourages students to not only use their cultural practices and language from home in school, but to maintain them.

ACSLPA (2018). Guideline: Assessment of Children Who are English Language Learners.

ATA (2010). Understanding ESL Learners: Moving Toward Cultural Responsiveness - A Guide for Teachers.

CBE (2013) Complex English Language Learners (CELLS): A Tool to Support School Learning Teams

CBE (2013) CELLS (4-8 Years): Young Complex English Language Learners (ELLs) and Culturally and Linguistically Diverse Learners in the Classroom

CBE (2013) Complex English Language Learners (CELLS): A Tool to Support School Learning Teams

CBE (2013) CELLS (4-8 Years): Young Complex English Language Learners (ELLs) and Culturally and Linguistically Diverse Learners in the Classroom

Cummins, J. (2008). BICS and CALP: Empirical and Theoretical Status of the Distinction. In: Hornberger, N.H. (eds) Encyclopedia of Language and Education. Springer, Boston, MA. https://doi.org/10.1007/978-0-387-30424-3_36

Cummins, J. (2020). Teaching Multilingual Students. University of Toronto, Canada. https://education.usask.ca/documents/events/cummins-2020-teaching-multilingual-students-general-version.pdf

Davidson, G. R., Murray, K. E., & Schweitzer, R. (2008). Review of refugee mental health and wellbeing: Australian perspectives. Australian Psychologist, 43(3), 160–174. https://doi.org/10.1080/00050060802163041

ELT Journal, Volume 76, Issue 1, January 2022, Pages 129–146, https://doi.org/10.1093/elt/ccab062

Fuchs, L.S. & Fuchs, D. (2007) A Model for Implementing Responsiveness to Intervention. Teaching Exceptional Children 39(5) 14-20.

Gersten, R & Geva, E. (2003) Teaching Reading to Early Language Learners. Educational Leadership 60 (7) 44-49.

Goodkind, J. R., Hess, J. M., Isakson, B., LaNoue, M., Githinji, A., Roche, N., Vadnais, K., & Parker, D. P. (2014). Reducing refugee mental health disparities: A community-based intervention to address postmigration stressors with African adults. Psychological Services, 11(3), 333–346. https://doi.org/10.1037/a0035081

ICAL TEFL (n.d.). Silent Period and English Language Teaching. ICAL TEFL. https://icaltefl.com/silent-period/

Kilpatrick, A.C. & Holland, T.P (1999) Working with Families: An Integrative Model by Level of Need. Needham Heights, MA: Allyn & Bacon.

Manitoba Education and Advanced Learning (n.d.). Early years: Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) Programming, version 1.0. https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/early_years.pdf

Manitoba Education and Advanced Learning (2014). Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools. https://www.edu.gov.mb.ca/k12/specedu/res_teacher/pdf/sis_resource_teachers_mb_schools.pdf

Martinez Fitzgerald, R. (2019). Camps, Cages and Immigration Policy [Infograph]. https://jordaninstituteforfamilies.org/2019/camps-cages-and-immigration-policy/

Maslow, A.H. (1943). A Theory of Human Motivation. In Psychological Review, 50 (4), 430-437.

NCCLR (2021). Code Switching: Why it Matters and How to Respond. https://cls.la.psu.edu/wp-content/uploads/sites/24/2021/03/HeadStart_Code-Switching.pdf

An Ethic of Caring and Its Implications for Instructional Arrangements on JSTOR. (n.d.). Retrieved October 17, 2023, from https://www.jstor.org/stable/1085252?typeAccessWorkflow=login

Opaas, M., & Varvin, S. (2015). Relationships of Childhood Adverse Experiences With Mental Health and Quality of Life at Treatment Start for Adult Refugees Traumatized by Pre-Flight Experiences of War and Human Rights Violations. The Journal of Nervous and Mental Disease, 203(9), 684–695. https://doi.org/10.1097/NMD.0000000000000330

Overton, T. (2004) Promoting Academic Success through Environmental Assessment. Intervention in School and Clinic 39(3) 147-153.

Polcher, K., & Calloway, S. (2016). Addressing the Need for Mental Health Screening of Newly Resettled Refugees: A Pilot Project. Journal of Primary Care & Community Health, 7(3), 199–203. https://doi.org/10.1177/2150131916636630

Rosenshine, B. (2012). Principles of Instruction: Research-Based Strategies That All Teachers Should Know. American Educator, (SPRING), 12-19. https://www.aft.org/sites/default/files/Rosenshine.pdf

Ruitenberg, Claudia. (2015). Unlocking the World: Education in an Ethic of Hospitality.

Shores, C., & Chester, K. (2009). Using RTI for school improvement: Raising every student's achievement scores. Corwin Press, https://doi.org/10.4135/9781452219301

Slobodin, O., & de Jong, J. T. V. M. (2015). Mental health interventions for traumatized asylum seekers and refugees: What do we know about their efficacy? The International Journal of Social Psychiatry, 61(1), 17–26. https://doi.org/10.1177/0020764014535752

Tolson, A. (2017). Language Acquisition [Infograph]. https://ashtolson.wordpress.com/2017/05/30/language-acquisition/

van Wyk, S., & Schweitzer, R. D. (2014). A systematic review of naturalistic interventions in refugee populations. Journal of Immigrant and Minority Health, 16(5), 968–977. https://doi.org/10.1007/s10903-013-9835-3

Observations, Considerations
& Interventions

Supporting Multilingual Learners

COMMUNICATION

BEHAVIOUR

MATHEMATICS

READING

WRITING

COMMUNICATION

Observations,
Considerations, &
Interventions

CONSIDERATIONS

The Silent Period is a normal stage in the acquisition of an additional language. This period usually lasts for a short amount of time but can continue for years

Students who are MLL may lack confidence, comfort, be shy, be reluctant to make mistakes, be inexperienced with sharing, or have had traumatic experiences with sharing

Students who are MLL may be resistant to using English if the dominance of English in the school and community is threatening their cultural and linguistic identity

Cultural norms around communication, respect, and gender roles may impact their communication

Students who are MLL may have Selective Mutism. Selective Mutism appears at the ages of 2 to 6 and persists without intervention

Neurological impairment can impact the ability to speak

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Respect student's comfort level with speaking, while providing tools to support communication
- Encourage caregivers to continue instruction in additional language(s) at home
- Provide culturally and linguistically affirming and sustaining instruction
- Express to the students and caregivers that western educational systems value the importance of developing and articulating opinions in class

Find Out More Information
- Ask the student and caregivers about whether the student is reluctant to speak to other people (e.g., in the family, in the community, at school). Ask about the age of onset and what works at home
- Check the student's hearing
- Ask the student about their reluctance to participate in class discussions
- Record and monitor the frequency, duration, and context for this behaviour

Use Their Knowledge of Other Languages
- Use a same gender buddy who speaks the same language
- Provide opportunities for translanguaging
- Provide the opportunity for students to prepare, research, and plan in their L1 before presenting material in language of instruction

Use Tools
- Use a translator
- Use a same gender buddy who speaks the same language
- Provide vocabulary, visuals, and sentence frames to support interactions
- Use Total Physical Response

Adaptive Teaching and Assessment
- Structure small group work to encourage student's speaking and listening skills. Build "participation" into assessment tool
- Allow the student a choice of working independently, pair, or small group
- Make presentations less threatening by providing rehearsal time & conducting presentations to a small audience instead of the whole group, or the option of using audio/digital recording
- Explicitly teach cooperative learning and oracy skills

C2 Mixes up the order of words and/or uses words from both language of instruction and additional language(s)

CONSIDERATIONS

Linguistic structures in the language of instruction may be different from the students' L1. Students may create an "interlanguage" when learning and experimenting with language of instruction's patterns of speech

Grammar is a complex area where a student will make errors; students require explicit instruction in context

INTERVENTIONS

Individual and Cultural Considerations/Variance	Use Their Knowledge of Other Languages
	• Provide opportunities for translanguaging (during research, when completing assignments, when speaking, etc.)

Find Out More Information	Use Tools
• Monitor and record the frequency, duration, type, and context for grammatical errors. Is there a significant trend? • Ask caregivers if the student confuses word order in their first language	

Adaptive Teaching and Assessment
- Provide opportunities for translanguaging (during research, when completing assignments, when speaking, etc.)
- Focus on one grammatical error at a time with mini lessons focused on modeling and practicing the grammatical structure
- Provide examples of sentence patterns and many opportunities for students to use the patterns in meaningful contexts
- Speak clearly; maintain natural rhythm and flow of the language
- In a teachable moment, ask the student, "did you mean to say _____ or _____?"

C3 Word formation through oral communication is unclear to the listener

CONSIDERATIONS

Some sounds of the language of instruction are difficult to produce or enunciate clearly because they do not exist in the student's L1. This may also result in difficulty distinguishing between the different sounds

Language of instruction may sound "fast" to students learning a new language

An accent is a natural aspect of learning another language

Cultural norms around communication, respect, and gender roles may impact their communication

A linguistic phenomenon known as "fossilization" may have occurred.

INTERVENTIONS

Individual and Cultural Considerations/Variance	Find Out More Information
	• Has the students had explicit instruction in phonemic awareness? • Does the caregiver report a history of speech difficulties in L1 (e.g., articulation or stuttering)? • Check hearing

Use Their Knowledge of Other Languages
- Encourage caregivers to speak their strongest language with their child to develop a solid foundation of vocabulary and grammar skills

Use Tools
- Provide listening opportunities such as audiobooks and other technology
- Record students so they can self-assess against a native speaker's pronunciation

Adaptive Teaching and Assessment
- Teach and provide practice for individual phonemes and minimal pairs
- Differentiate between voiced and unvoiced sounds
- Have students read and reread text produced from their oral English
- Provide choral speaking opportunities
- Provide both slowed down models of speech for understanding and authentic speech patterns for real-life preparedness
- Model correct pronunciation. Provide a mirror so they can see their mouth
- Use the language experience approach by scribing their ideas

CONSIDERATIONS

Students may not know BICS language

Students may not be aware of non-verbal communication norms of dominant school culture

Humour is culturally and linguistically based. Therefore, jokes and puns may be difficult for students who are MLL who do not have the language or cultural capital/context to understand the humour

Students may not understand language forms such as jargon, idioms, and differences between literal and figurative language

INTERVENTIONS

Individual and Cultural Considerations/Variance	Find Out More Information
Use Their Knowledge of Other Languages	**Use Tools**

Adaptive Teaching and Assessment
- Explicitly teach functional language (tier 1 vocabulary) for first months after arrival
- Explain non-verbal communication norms of dominant school culture
- Build a classroom culture of hospitality and belonging (e.g., scaffold relationships between students who are MLL and peers, teach other students about the experiences of students who are MLL through read alouds, conversations, videos, etc., teach other students phrases in the language used by students who are MLL, etc.)
- Provide opportunities for classmates to share with the student the context of the joke and why it seems funny
- Be explicit about teaching humour, figurative/descriptive language, and idioms as they arise
- Ensure students have a safe and appropriate place to ask about humour and slang (e.g., a teacher that can be approached to clarify swear words, etc.)
- Students may require coaching around sociolinguistic and/or strategic competencies. See Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming https://www.edu.gov.mb.ca/k12/cur/eal/frame work/index.html

CONSIDERATIONS

There is a difference between conversational fluency (BICS – Basic Interpersonal Communication Skills) and academic language (CALP – Cognitive Academic Language Proficiency). CALP takes much longer to acquire

Students' skills may not have been accurately assessed and programmed for using the EAL continuum

Some learners are very good at following the lead of classmates, giving the impression that they understand the oral directions given. This gives a false impression of their receptive language skills and we expect more of the learner than they can comprehend

Some sounds in English may not exist in additional language(s). The learner may have more difficulty discriminating these sounds and thus understanding the words and their meaning

School vocabulary is not used and practiced as much, and may require more reinforcement for it to "stick"

The learner may require a shared activity or experience to retain the new concept

INTERVENTIONS

Individual and Cultural Considerations/Variance	Find Out More Information

Use Their Knowledge of Other Languages	Use Tools
	• Model, teach, and recycle graphic organizers to activate and construct background knowledge • Provide sentence frames to assist students when responding

Adaptive Teaching and Assessment
- Pre-teach key vocabulary and recycle it often during activities
- Use gestures to encourage academic language (e.g., paraphrasing and summarizing)

C6 Has difficulty retaining new vocabulary and information; seems to forget from one day to the next

CONSIDERATIONS

Education is highly valued in many cultures, but occasionally there are other priorities (e.g., family or financial needs, etc.)

Students may be preoccupied with pronunciation and/or grammar therefore reluctant to respond

A normal aspect of additional language learning is circumlocution

Students background experiences may not be congruent with the curriculum

Information may have been presented orally with limited visual or concrete representation

Students may have limited opportunities to use the new vocabulary and information in discussions, shared activities, or reading material

New vocabulary and information may not be relevant to the students at this time (e.g., abstract or does not meet current, immediate needs)

Students may feel anxious if requested to orally review yesterday's lesson, especially in front of their peers

INTERVENTIONS

Individual and Cultural Considerations/Variance

Find Out More Information
- Monitor and record the frequency, duration, and context for this behaviour
- Ask caregiver if the student has difficulty retaining vocabulary and information in additional language(s)
- Ask if student is getting enough rest to integrate new learnings

Use Their Knowledge of Other Languages
- Allow students to write new vocabulary and/or represent understanding through drawings with additional language labels
- Vocabulary instruction should affirm student's cultural and linguistic identities (e.g., when teaching the word "vibration, include photographs of drums from around the world)

Use Tools
- Use multilingual dictionaries, word walls, and/or thematic picture dictionaries
- Provide students with dual language books to help make connections between their additional languages and the language of instruction

Adaptive Teaching and Assessment
- Focus instruction on tier 2 vocabulary and teach tier 3 vocabulary as specific needs arise, such as when the student's comprehension of the main idea of the lesson is impeded by their understanding of the word, as well as in high level learning when specialized language is required
- Teach roots, prefixes, and suffixes to help students infer meaning of related words and notice how meaning can be changed
- Provide multiple exposures (at least seven) to vocabulary and information with shared activities in a variety of contexts over several weeks via short lessons to ensure understanding of the concepts as well as the vocabulary. These experiences can then be used later to cue memory
- Present vocabulary and concepts both orally and visually
- Monitor/adjust speech (volume, semantics, etc.) when speaking to the student. Use synonyms and "plain" English to ensure comprehension
- Allow students to demonstrate learning in a variety of ways (e.g., performance assessments, projects, graphic organizers, etc.)
- Use Bloom's Taxonomy when formulating questions
- Suggest and practice memory strategies
- Introduce 3-7 new words a day

C7 Has strong skills in one language strand (listening, speaking, reading, or writing) and weak skills in others (speaking and/or listening)

CONSIDERATIONS

When learning a new language, the student may have had an instructional focus on reading and writing, with limited opportunity to develop listening and speaking skills

Students require the rich oral language environment that students who speak the language of instruction as the main language experience at home or in their early childhood

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Use strengths to support areas of growth (e.g., present the content with visual supports, then have students incorporate visuals to demonstrate understanding)

Find Out More Information

Use Their Knowledge of Other Languages

Use Tools
- Build, teach, and review thematic work banks for each unit so the student can learn academic English

Adaptive Teaching and Assessment
- Increase explicit language instruction (e.g., schedule opportunities for sheltered instruction with functions, forms, and vocabulary for beginner students to develop and balance skills)
- Offer multiple opportunities and methods to practice new learning (e.g., discussion
- Target specific language skills based on the Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming https://www.edu.gov.mb.ca/k12/cur/eal/frame work/index.html
- Use strengths to support areas of growth (e.g., present the content with visual supports, then have students incorporate visuals to demonstrate understanding)

Multi-Lingual Learner
COMMUNICATION Reference Guide

DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

CONSIDERATIONS	INTERVENTIONS
C1 - Does not share or shares minimal thoughts and ideas and may need more time and repetition to answer questions • The **Silent Period** is a normal stage in the acquisition of an additional language. This period usually lasts for a short amount of time but can continue for years • Students who are MLL may lack confidence, comfort, be shy, be reluctant to make mistakes, be inexperienced with sharing, or have had traumatic experiences with sharing • Students who are MLL may be resistant to using English if the dominance of English in the school and community is threatening their cultural and linguistic identity • Cultural norms around communication, respect, and gender roles may impact their communication • Students who are MLL may have Selective Mutism. Selective Mutism appears at the ages of 2 to 6 and persists without intervention • Neurological impairment can impact the ability to speak	**Individual and Cultural Considerations/Variance** **1.** Respect student's comfort level with speaking, while providing tools to support communication **2.** Encourage caregivers to continue instruction in additional language(s) at home **3.** Provide culturally and linguistically affirming and sustaining instruction **4.** Express to the students and caregivers that western educational systems value the importance of developing and articulating opinions in class **Find Out More Information** **5.** Ask the student and caregivers about whether the student is reluctant to speak to other people (e.g., in the family, in the community, at school). Ask about the age of onset and what works at home **6.** Check the student's hearing **7.** Ask the student about their reluctance to participate in class discussions **8.** Record and monitor the frequency, duration, and context for this behaviour **Use Their Knowledge of Other Languages** **9.** Use a buddy who speaks the same language **10.** Provide opportunities for translanguaging **11.** Provide the opportunity for students to prepare, research, and plan in their L1 before presenting material in language of instruction **Use Tools** **12.** Use a translator **13.** Use a same gender buddy who speaks the same language **14.** Provide vocabulary, visuals, and sentence frames to support interactions **15.** Use Total Physical Response **Adaptive Teaching and Assessment** **16.** Structure small group work to encourage student's speaking and listening skills. Build "participation" into assessment tool **17.** Provide the opportunity for students to prepare, research, and plan in their L1 before presenting material in language of instruction **18.** Allow the student a choice of working independently, pair, or small group **19.** Make presentations less threatening by providing rehearsal time & conducting presentations to a small audience instead of the whole group, or the option of using audio/digital recording **20.** Explicitly teach cooperative learning and oracy skills

CONSIDERATIONS	INTERVENTIONS
C2 – Mixes up the order of words and/or uses words from both language of instruction and additional language(s) • Linguistic structures in the language of instruction may be different from the students' **L1**. Students may create an **"interlanguage"** when learning and experimenting with language of instruction's patterns of speech • Grammar is a complex area where a student will make errors; students require explicit instruction in context	**Find Out More Information** **1.** Monitor and record the frequency, duration, type, and context for grammatical errors. Is there a significant trend? **2.** Ask caregivers if the student confuses word order in their first language Use Their Knowledge of Other Languages **3.** Provide opportunities for translanguaging (during research, when completing assignments, when speaking, etc.) **Use Tools** **4.** Use a translator **5.** Use a same gender buddy who speaks the same language **6.** Provide vocabulary, visuals, and sentence frames to support interactions **7.** Use Total Physical Response **Adaptive Teaching and Assessment** **8.** Provide opportunities for translanguaging (during research, when completing assignments, when speaking, etc.) **9.** Focus on one grammatical error at a time with mini lessons focused on modeling and practicing the grammatical structure **10.** Provide examples of sentence patterns and many opportunities for students to use the patterns in meaningful contexts **11.** Speak clearly; maintain natural rhythm and flow of the language **12.** In a teachable moment, ask the student, "did you mean to say _____ or _____?"

Multi-Lingual Learner COMMUNICATION Reference Guide

DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

C3 - Word formation through oral communication is unclear to the listener

CONSIDERATIONS	INTERVENTIONS
• Some sounds of the language of instruction are difficult to produce or enunciate clearly because they do not exist in the student's **L1**. This may also result in difficulty distinguishing between the different sounds • Language of instruction may sound "fast" to students learning a new language • An accent is a natural aspect of learning another language • A linguistic phenomenon known as "fossilization" may have occurred.	**Find Out More Information** **1.** Has the students had explicit instruction in phonemic awareness? **2.** Does the caregiver report a history of speech difficulties in L1 (e.g., articulation or stuttering)? **3.** Check hearing **Use Their Knowledge of Other Languages** **4.** Encourage caregivers to speak their strongest language with their child to develop a solid foundation of vocabulary and grammar skills **Use Tools** **5.** Provide listening opportunities such as audiobooks and other technology **6.** Record students so they can self-assess against a native speaker's pronunciation **Adaptive Teaching and Assessment** **7.** Teach and provide practice for individual phonemes and minimal pairs **8.** Differentiate between voiced and unvoiced sounds **9.** Have students read and reread text produced from their oral English **10.** Provide choral speaking opportunities **11.** Provide both slowed down models of speech for understanding and authentic speech patterns for real-life preparedness **12.** Model correct pronunciation. Provide a mirror so they can see their mouth **13.** Use the language experience approach by scribing their ideas

---

C4 – Limited use and awareness of **Basic Interpersonal Communication Skills (BICS)** in various settings

CONSIDERATIONS	INTERVENTIONS
• Students may not know **BICS** language • Students may not be aware of non-verbal communication norms of dominant school culture • Humour is culturally and linguistically based. Therefore, jokes and puns may be difficult for students who are MLL who do not have the language or cultural capital/context to understand the humour • Students may not understand language forms such as jargon, idioms, and differences between literal and figurative language	**Adaptive Teaching and Assessment** **1.** Explicitly teach functional language (tier 1 vocabulary) for first months after arrival **2.** Explain non-verbal communication norms of dominant school culture **3.** Build a classroom culture of hospitality and belonging (e.g., scaffold relationships between students who are MLL and peers, teach other students about the experiences of students who are MLL through read alouds, conversations, videos, etc., teach other students phrases in the language used by students who are MLL, etc.) **4.** Provide opportunities for classmates to share with the student the context of the joke and why it seems funny **5.** Be explicit about teaching humour, figurative/descriptive language, and idioms as they arise **6.** Ensure students have a safe and appropriate place to ask about humour and slang (e.g., a teacher that can be approached to clarify swear words, etc.) **7.** Students may require coaching around sociolinguistic and/or strategic competencies. See Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming https://www.edu.gov.mb.ca/k12/cur/eal/framework/index.html

---

C5 - Sounds fluent in casual conversations but has difficulty with **Cognitive Academic Language Proficiency (CALP)**

CONSIDERATIONS	INTERVENTIONS
• There is a difference between conversational fluency **(BICS – Basic Interpersonal Communication Skills)** and academic language **(CALP – Cognitive Academic Language Proficiency)**. CALP takes much longer to acquire • Students' skills may not have been accurately assessed and programmed for using the EAL continuum • Some learners are very good at following the lead of classmates, giving the impression that they understand the oral directions given. This gives a false impression of their receptive language skills and we expect more of the learner than they can comprehend • Some sounds in English may not exist in additional language(s). The learner may have more difficulty discriminating these sounds and thus understanding the words and their meaning • School vocabulary is not used and practiced as much, and may require more reinforcement for it to "stick" • The learner may require a shared activity or experience to retain the new concept	**Use Tools** **1.** Model, teach, and recycle graphic organizers to activate and construct background knowledge **2.** Provide sentence frames to assist students when responding **Adaptive Teaching and Assessment** **3.** Pre-teach key vocabulary and recycle it often during activities **4.** Use gestures to encourage academic language (e.g., paraphrasing and summarizing)

Multi-Lingual Learner COMMUNICATION Reference Guide

DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

	CONSIDERATIONS	INTERVENTIONS
C6 – Has difficulty retaining new vocabulary and information; seems to forget from one day to the next	• Education is highly valued in many cultures, but occasionally there are other priorities (e.g., family or financial needs, etc.) • Students may be preoccupied with pronunciation and/or grammar therefore reluctant to respond • A normal aspect of additional language learning is circumlocution • Students background experiences may not be congruent with the curriculum • Information may have been presented orally with limited visual or concrete representation • Students may have limited opportunities to use the new vocabulary and information in discussions, shared activities, or reading material • New vocabulary and information may not be relevant to the students at this time (e.g., abstract or does not meet current, immediate needs) • Students may feel anxious if requested to orally review yesterday's lesson, especially in front of their peers	**Find Out More Information** 1. Monitor and record the frequency, duration, and context for this behaviour 2. Ask caregiver if the student has difficulty retaining vocabulary and information in additional language(s) 3. Ask if student is getting enough rest to integrate new learnings Use Their Knowledge of Other Languages 4. Allow students to write new vocabulary and/or represent understanding through drawings with additional language labels 5. Vocabulary instruction should affirm student's cultural and linguistic identities (e.g., when teaching the word "vibration, include photographs of drums from around the world) **Use Tools** 6. Use multilingual dictionaries, word walls, and/or thematic picture dictionaries 7. Provide students with dual language books to help make connections between their additional languages and the language of instruction **Adaptive Teaching and Assessment** 8. Focus instruction on tier 2 vocabulary and teach tier 3 vocabulary as specific needs arise, such as when the student's comprehension of the main idea of the lesson is impeded by their understanding of the word, as well as in high level learning when specialized language is required 9. Teach roots, prefixes, and suffixes to help students infer meaning of related words and notice how meaning can be changed 10. Introduce 3-7 new words a day 11. Provide multiple exposures (at least seven) to vocabulary and information with shared activities in a variety of contexts over several weeks via short lessons to ensure understanding of the concepts as well as the vocabulary. These experiences can then be used later to cue memory 12. Present vocabulary and concepts both orally and visually 13. Suggest and practice memory strategies 14. Monitor and adjust speech (volume, semantics, etc.) when speaking to the student. Use synonyms and "plain" English to ensure comprehension 15. Allow students to demonstrate learning in a variety of ways (e.g., performance assessments, projects, graphic organizers, etc.) 16. Use Bloom's Taxonomy when formulating questions

	CONSIDERATIONS	INTERVENTIONS
C7 – Has strong skills in one language strand (listening, speaking, reading, or writing) and weak skills in others (speaking and/or listening)	• When learning a new language, the student may have had an instructional focus on reading and writing, with limited opportunity to develop listening and speaking skills • Students require the rich oral language environment that students who speak the language of instruction as the main language experience at home or in their early childhood	**Individual and Cultural Considerations/Variance** 1. Use strengths to support areas of growth (e.g., present the content with visual supports, then have students incorporate visuals to demonstrate understanding) Use Tools 2. Build, teach, and review thematic work banks for each unit so the student can learn academic English **Adaptive Teaching and Assessment** 3. Increase explicit language instruction (e.g., schedule opportunities for sheltered instruction with functions, forms, and vocabulary for beginner students to develop and balance skills) 4. Offer multiple opportunities and methods to practice new learning (e.g., discussion 5. Target specific language skills based on the Curriculum Framework for *English as an Additional Language (EAL)* and *Literacy, Academics, and Language (LAL)* Programming https://www.edu.gov.mb.ca/k12/cur/eal/frame work/index.html 6. Use strengths to support areas of growth (e.g., present the content with visual supports, then have students incorporate visuals to demonstrate understanding)

BEHAVIOUR

Observations,
Considerations, &
Interventions

B1 Unexpected Behaviour

<div align="center">

OBSERVATIONS

</div>

Unexpected behaviours will vary due to developmental age and stage as well as context.
See Center for Responsive Schools and California Department of Education

Ask yourself:
- What could this learner's behaviour be telling me?
- Is the function of the behaviour to meet a need or avoid something?
- How often does this behaviour occur?
- Ask yourself, "Why this?", "Why now?"
- When does the behaviour not occur?
- What happens before the behaviour occurs (environment, what's happening with the student, interactions, noise, etc.)?
- Does the learner understand the expectations / requests?
- Is the learner's idea of appropriate classroom, lunchroom or recess behaviour similar to school expectations?
- Has the learner experienced immigration? At what stage of culture shock is the learner?
- Does the learner have a refugee background? Has the learner experienced traumatic events?
- Is the learner's home conducive to a comfortable adjustment to school?
- Is the MLL having difficulty with social interactions and connecting with peers?

<div align="center">

CONSIDERATIONS

</div>

- The MLL may be experiencing and acting out various emotional stages of culture shock; excitement, confusion, disappointment, despair.
- The MLL may not notice or recognize social cues.
- The learner's family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.).
- Consider access to connections of friends and family in other countries (time zones etc.).
- Family members may have been recently reunited or separated (causing a shift in family dynamics); roles and responsibilities may be altered.
- There may have been different expectations for behaviour in previous schools.
- Exceptional learners may present differently than other MLLs in the class (e.g. may become deeply absorbed in tasks, demonstrate unusual levels of interest or intense passion for a topic).
- Assertive behaviour may be more highly valued in one culture than another.
- Cultural expectations regarding gender may be influencing behaviours.
- The student does not have the information necessary to follow expectations – refer to summary of EAL Stage Indicators. Early years. Middle Years. Senior Years.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Consult with parents/caregivers. Discuss behaviour strategies that are successful in the home.
- Build a strong relationship with the learner to increase their sense of safety and belonging.

Find Out More Information
- Use Collaborative Problem Solving (See CPS document)
- Learn about culture shock and how it affects students. Engage the student in a way that respects the different phases of the process.
- Seek to understand the learner and their behaviours by considering culture, previous life experiences, development stage, etc.
- Be curious and take a non-judgmental approach.

Use Their Knowledge of Other Languages
- Connect the MLL to another MLL in the class or school from the same language and cultural background.

Use Tools
- Provide visuals (visual schedule, social stories) and concrete objects to support understanding.
- Focus language instruction on the socio- linguistic and strategic competencies from the *Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming*

Adaptive Teaching and Assessment
- Connect MLL to student services support for assistance and information.
- Provide information on social norms.
- When social interactions are confusing for the student, narrate (in the moment) and debrief (after).
- Model expectations to assist the MLL in making connections with peers (e.g. modelling, role-play, use of social stories, etc.).
- Provide explicit instruction for expected behaviour (e.g. use a T-chart with the headings "looks like" and "sounds like"). Consider interactive modelling and revisit every time a new student joins the class.
- Assist the MLL in learning the skills and language for self-advocacy.
- Communicate behaviour expectations with MLL and family.
- Be aware of levels of intensity and when to access additional supports (Multi-Tiered System of Support, pg. 12).

B2 Appears tired, frustrated, or withdrawn

OBSERVATIONS

Ask yourself:
- What could this learner be telling me by their behaviour?
- Is the function of the behaviour to meet a need or to avoid something?
- What is happening at home (e.g. family issues of: settlement, nutrition, hunger, anxiety, poverty, stages of acculturation, older siblings being responsible for significant care of younger siblings)?
- Are expectations reasonable for this learner?
- Have I provided a visual schedule to ensure that the day is predictable?
- Does the learner seem hyper vigilant or overly lethargic? These may be seen in learners who have witnessed or experienced violence, or ongoing traumas.
- Does the MLL know that making mistakes is part of being a learner?
- Does the first culture or family demand perfection?
- Is fatigue related to poor sleep habits?
- If the student is a newcomer, is the learner homesick?
- Are there medical and/or nutrition issues?

CONSIDERATIONS

- MLL may be overwhelmed, over-stimulated, tired or frustrated from concentrating on a new language, differently structured classroom environment, different teaching styles, visual distractions and clutter, and sensory overload.
- English may sound like "noise" to the beginner MLL.
- The MLL feels frustrated due to their limited English language skills.
- Detachment may serve as a coping mechanism or a mask for stress.
- There may be a lack of necessary visual or concrete supports in the school.
- A learner who is not appropriately challenged may present as lethargic, frustrated, or withdrawn.
- Children may have witnessed or experienced violence. Hyper-vigilance (preoccupation with personal safety) may be seen in trauma response.
- The family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.).
- Consider cultural background of student when observing behaviour.

B2 Appears tired, frustrated, or withdrawn

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Consult with parents/caregivers. Discuss strategies that are successful in the home.
- Build a strong relationship with the learner to increase their sense of safety and belonging.
- Consider that some students' schooling experiences are instructor-centered. MLL may appear withdrawn when presented with an active learning task.

Find Out More Information
- CPS document (Collaborative Problem Solving)
- Presume competence.
- Be curious and take a non-judgmental approach.

Use Their Knowledge of Other Languages
- Encourage MLLs to use their L1 to support English language acquisition.
- Assist parents in understanding the importance of maintaining L1.

Use Tools
- Use dual language materials from the school library, divisional library, digital library or public library.
- Explicit teaching of learning tools (e.g. Microsoft Lens, dictate, immersive reader, translators, etc.)
- Provide Brain Breaks (e.g. computer time, phone usage, drawing, art, movement breaks, etc.)
- Post an accessible, daily, pictorial schedule to provide structure for the day.
- Note: When things seem to be getting better, it is tempting to reduce supports – but remember, the students' success is likely a result of, and dependent upon the supports.

Adaptive Teaching and Assessment
- When teaching and talking with MLL, be aware of the need to adjust speech (e.g. rephrase, repeat, pacing, add visual support, etc.).
- Provide daily opportunities for small group and peer interaction with modeling and support.
- Provide appropriate level of language support and thought-provoking assignments.
- Consider developmental age and stage of learner. (See Center for Responsive Schools and California Department of Education)
- Use diverse flexible groupings.

B3 Difficulty paying attention

OBSERVATIONS

Student has difficulty contributing to and engaging in discussions and activities. They may appear off-topic, not following along with the group, not noticing changes in the environment, not following routines and procedures, etc.

Student has difficulty following instructions and focusing on individual and small group tasks.

CONSIDERATIONS

- The MLL may feel mentally and/or physically exhausted from learning language and content simultaneously.
- The MLL's language proficiency may not match the level of academic content and instruction.
- The MLL may be experiencing the English-speaking environment as "noise."
- The MLL may be distracted by students working in the classroom, differently structured classroom environment, different teaching styles, visual distractions and clutter, sensory overload. Self-Reg Classroom Environment checklist
- The student may be "on-the-move" at seemingly inappropriate times as they are attempting to regulate.
- The MLL may be experiencing acculturation challenges.
- The MLL family may be experiencing challenges related to relocation (e.g. securing employment, forming connections, navigating social systems, sourcing preferred foods, settlement, stages of acculturation).
- Student and family may be experiencing trauma.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Consult with parents/caregivers. Discuss strategies that are successful in the home.
- Build a strong relationship with the learner to increase their sense of safety and belonging.

Find Out More Information
- CPS document (Collaborative Problem Solving)
- Be curious about student interests and incorporate them into activities and lessons in non-judgmental ways.

Use Their Knowledge of Other Languages
- When watching videos, allow the student to use subtitles in their L1 to support their understanding.
- Become familiar with various apps that can be used to assist students (Microsoft Translate, Microsoft Lens, Immersive Reader, Dictate, Teams, OneNote, Google Translate, Microsoft Edge, etc.).

Use Tools
- Use age-appropriate manipulatives, visuals, pictures to make explicit the key concepts and understandings of the lesson.
- Consider using drawings or alternative communication strategies to help the student express questions or concerns.
- If providing fidget tools, ensure the student and parent understand the purpose. Teach, model, and practice.

Adaptive Teaching and Assessment
- Shorten the length of the verbal instructions, adjust the rate of speech and check for understanding.
- Chunk assignments, use checklists and graphic organizers.
- Provide preferential seating.
- Incorporate breaks into the daily schedule.
- Review key ideas to reinforce what was heard (e.g. brainstorming maps on the wall, visuals of key vocabulary, etc.).
- Provide student voice and choice.
- Provide an active and engaging method of reviewing instructions (e.g. role play, visuals, etc.).
- Learn about culture shock and how it affects students. Engage student in a way to recognize different phases of the process.
- See pages 55-61 of Supporting English Language Learners: A practical guide for Ontario Educators for additional strategies and accommodations.

Appears worried and shows signs of anxiousness

OBSERVATIONS

Worry and signs of anxiousness can look different amongst students. Students who are experiencing anxiousness might demonstrate the following behaviours fidgeting, frequent washroom breaks, crying, silence, attendance issues, etc. This is not an exhaustive list as every child is different.

Ask yourself:
- Are expectations reasonable for this learner?
- Does the MLL know that making mistakes is part of being a learner?

CONSIDERATIONS

- MLL may be overwhelmed by the language load.
- First culture, family, or student may demand perfection.
- Was the MLL a top student in their previous school?
- Student may be anxious due to new instructional approaches, school routines, and school/classroom culture.
- MLL may have witnessed or experienced violence and trauma.
- Student may be unaccustomed to many of the auditory and visual stimuli of the school environment (e.g. fire drill, recess bells, construction noises, announcements, etc.).
- Some learners have a need for precision in both thought and expression; (e.g. a simple set of facts presented for the class may be analyzed at greater depth).
- MLL may not comprehend expectations, information and/or environment.
- MLL may not know how to ask for help.
- Student may be concerned about social interactions (conflicts with peers, feeling ostracized, fitting in, social roles).
- Student may be experiencing culture shock.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Consult with parents/caregivers. Discuss strategies that are successful in the home.
- Build a strong relationship with the learner to increase their sense of safety and belonging.
- Work with MLL family to develop a plan to teach the student strategies to manage stress.
- Check in with MLL and use a variety of questions and formats to determine understanding.

Find Out More Information
- CPS document (Collaborative Problem Solving)
- Monitor and record instances of possible physiological effects of anxiety such as rate of breathing, blushing, dizziness, trembling, clammy skin, digestive issues, fainting. And note when, where and with whom these responses appear.
- Be curious and take a non-judgmental approach.

Use Their Knowledge of Other Languages

Use Tools
- Consider Bloom's Taxonomy when developing questions.
- Dr. Bruce Perry's "The 3 R's Approach"

Adaptive Teaching and Assessment
- Model and celebrate mistake-making as part of learning. See: Growth mindset.
- Scan the classroom environment for visual clutter (keep visuals meaningful and intentional).
- Consider incorporating mindfulness activities into your daily routine.
- Be cognizant that students who appear anxious will benefit from knowing the process and appreciate a step-by-step breakdown.
- Limit the number of choices available to the student. Note: Student may need to be taught how to make a choice – regular academic choice opportunities will support this learning. (See Academic Choice and Academic Choice Planning Guide)

OBSERVATIONS

Not following classroom rules/expectations can look different amongst grade levels, classrooms and schools; the following may be observed:
- Verbal refusals to participate in activities
- Silent refusals to participate in activities
- Unexpected forms of participation

CONSIDERATIONS

- There may be cultural differences in school experiences and expectations. The MLL may not be familiar with classroom routines or understand the reason for specific rules.
- Parents report that the MLL demonstrates concerning behaviors for their age, gender, and culture at home.
- Learner may not understand the context, requests, or questions being asked.
- Some direct translations are confusing for learners (e.g. Korean: ney = yes.)
- Rules may conflict with cultural values, religion, and family experiences.
- Many of the expectations for student behaviour are cumulatively learned through years of repetition. Each classroom also has its own set of rules and expectations. New students may not be aware of these.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Consult with parents/caregivers. Discuss strategies that are successful in the home.
- Build a strong relationship with the learner to increase their sense of safety and belonging.
- Some cultures prioritize the development of self-regulation at a later age.
- The learner may not know how to initiate play with peers. Unexpected behaviours may be attempts to initiate friendships.

Find Out More Information
- CPS document (Collaborative Problem Solving)
- Understand the function of the behaviour. Replace problematic behavior with socially expected behaviour that serves the same function.
- The learner may have never been away from a parent and/or family for an extended period of time.
- Be curious and take a non-judgmental approach.

Use Their Knowledge of Other Languages
- Review classroom rules with a same language/culture buddy using a visual representation of the expectations and routines.

Use Tools
- Review classroom rules with a translating app using a visual representation of the expectations and routines.
- Use social stories to support expected behaviours.
- Create learner specific bins with strategic calming tools (e.g. squeeze ball, family photo, drawing journal, etc.).

Adaptive Teaching and Assessment
- Post classroom rules with explanatory visuals and multiple languages.
- Provide clear, specific, meaningful praise/acknowledgement for expected behaviour.
- Identify the MLL's strengths, passions and interests. Use these to develop activities that will build confidence.
- Use explicit instruction to help teach the expected behaviour and the 'why' of the behaviour.
- Be aware of "othering" different cultural values, religions and experiences.
- Incorporate Collaborative Problem Solving.

B6 Does not complete assignments

OBSERVATIONS

Student does not participate in classroom discussions, does not hand in assignments, has difficulty with initiation and follow-through of tasks, or does not contribute equally to group assignments.

Ask yourself:
- Does the student understand the assignment expectations?
- Are the assignments at an appropriate level for the student?
- Does the student have experience working in groups/independently?
- Does the student require additional supports to start the assignment?
- Is the student able to meet the assignment expectations in their L1?

CONSIDERATIONS

- MLL may be translating from L1 to L2 which takes time.
- MLLs take more time when working in their second language because of the demands of learning academic content, language and literacy.
- MLL may not have the English language skills to complete the assignment as given.
- The reading portion of the assignment may not be at the MLL's independent reading level (95-100% words understood).
- The MLL does not understand the task or have the prerequisite knowledge and skills to complete it.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Consult with parents/caregivers. Discuss strategies that are successful in the home.
- Build a strong relationship with the learner to increase their sense of safety and belonging.
- Provide adapted assignments with more visuals and less language.
- Limit homework considering how hard the student is working during the school day.

Find Out More Information
- CPS document (Collaborative Problem Solving)
- Discuss with student and parents if there is a designated study space in the home.
- Be curious and take a non-judgmental approach.

Use Their Knowledge of Other Languages
- Encourage student to document thoughts and notes in their L1.

Use Tools
- Become familiar with various tech that can be used to assist students (Microsoft Translate, Microsoft Lens, Immersive Reader, Dictate, Teams, OneNote, Google Translate, Microsoft Edge, etc.). Teach explicitly how to use these tools.
- Use graphic organizers.

Adaptive Teaching and Assessment
- Provide adapted assignments with more visuals and less language.
- Alter the length of the assignment by providing fewer questions or have the MLL choose to answer a limited number of questions to demonstrate mastery.
- Offer the MLL an opportunity to complete work at school during the day or after school so that they can access the support needed.
- Assist MLL in learning the language for self-advocacy.

OBSERVATIONS

Mental health challenges can look different amongst students. Students who are experiencing mental health challenges might demonstrate the following behaviours withdrawal, isolation, sadness, anxiousness, perfectionism, changes in behaviour, etc. This is not an exhaustive list as every child is different.

Ask yourself:
- Has this student's behaviour changed?
- Has the student's home life changed?
- When and where do you notice these challenges?
- Are there any social changes? Changes in academic performance? Changes in mood? Changes in eating habits? Changes in energy level? Changes in responses to sensory input (seeking or avoiding)?

CONSIDERATIONS

- Consider frequency, intensity, context, potential triggers, and developmental age and stage. (See Center for Responsive Schools and California Department of Education)

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Consult with parents/caregivers. Discuss strategies that are successful in the home.
- Build a strong relationship with the learner to increase their sense of safety and belonging.

Find Out More Information
- Consult with student services & administration.
- Document observations and collect artifacts (e.g. notes, drawings, journal entries, etc.).
- Have a private conversation with the student to help understand context/intent/impact.
- Be curious and take a non-judgmental approach.

Use Their Knowledge of Other Languages

Use Tools
- CPS document (Collaborative Problem Solving)
- Beacon House Therapeutic Services Resource Sheet
- Dr. Bruce Perry's "The 3 R's Approach"
- Moving from Behavioural to Relational Responses

Adaptive Teaching and Assessment
- Acknowledge and validate the students' experiences.
- Reflect on our teaching practices to support/promote diversity, equity, inclusion and anti-racism.

Multi-Lingual Learner BEHAVIOUR Reference Guide

DIVISION SCOLAIRE LOUIS RIEL SCHOOL DIVISION

CONSIDERATIONS	INTERVENTIONS
B1 - Unexpected Behaviour • The MLL may be experiencing and acting out various emotional stages of culture shock; excitement, confusion, disappointment, despair. • The MLL may not notice or recognize social cues. • The learner's family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.). • Consider access to connections of friends and family in other countries (time zones etc.). • Family members may have been recently reunited or separated (causing a shift in family dynamics); roles and responsibilities may be altered. • There may have been different expectations for behaviour in previous schools. • Exceptional learners may present differently than other MLLs in the class (e.g. may become deeply absorbed in tasks, demonstrate unusual levels of interest or intense passion for a topic). • Assertive behaviour may be more highly valued in one culture than another. • Cultural expectations regarding gender may be influencing behaviours. • The student does not have the information necessary to follow expectations – refer to summary of EAL Stage Indicators. Early years. Middle Years. Senior Years.	**Individual and Cultural Considerations/Variance** 1. Consult with parents/caregivers. Discuss behaviour strategies that are successful in the home. 2. Build a strong relationship with the learner to increase their sense of safety and belonging. **Find Out More Information** 3. Use Collaborative Problem Solving (See CPS document) 4. Learn about culture shock and how it affects students. Engage the student in a way that respects the different phases of the process. 5. Seek to understand the learner and their behaviours by considering culture, previous life experiences, development stage, etc. 6. Be curious and take a non-judgmental approach. **Use Their Knowledge of Other Languages** 7. Connect the MLL to another MLL in the class or school from the same language and cultural background. **Use Tools** 8. Provide visuals (visual schedule, social stories) and concrete objects to support understanding. 9. Focus language instruction on the socio- linguistic and strategic competencies from the Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming **Adaptive Teaching and Assessment** 10. Connect MLL to student services support for assistance and information. 11. Provide information on social norms. 12. When social interactions are confusing for the student, narrate (in the moment) and debrief (after). 13. Model expectations to assist the MLL in making connections with peers (e.g. modelling, role-play, use of social stories, etc.). 14. Provide explicit instruction for expected behaviour (e.g. use a T-chart with the headings "looks like" and "sounds like"). Consider interactive modelling and revisit every time a new student joins the class. 15. Assist the MLL in learning the skills and language for self-advocacy. 16. Review Communicate behaviour expectations with MLL and family. 17. Be aware of levels of intensity and when to access additional supports (Multi-Tiered System of Support, pg. 12).
CONSIDERATIONS	INTERVENTIONS
B2 – Appears tired, frustrated, or withdrawn • MLL may be overwhelmed, over-stimulated, tired or frustrated from concentrating on a new language, differently structured classroom environment, different teaching styles, visual distractions and clutter, and sensory overload. • English may sound like "noise" to the beginner MLL. • The MLL feels frustrated due to their limited English language skills. • Detachment may serve as a coping mechanism or a mask for stress. • There may be a lack of necessary visual or concrete supports in the school. • A learner who is not appropriately challenged may present as lethargic, frustrated, or withdrawn. • Children may have witnessed or experienced violence. Hyper-vigilance (preoccupation with personal safety) may be seen in trauma response. • The family may be experiencing changes in circumstances (new home, employment challenges, or loss of friends/extended family, etc.). • Consider cultural background of student when observing behaviour.	**Find Out More Information** 1. Consult with parents/caregivers. Discuss strategies that are successful in the home. 2. Build a strong relationship with the learner to increase their sense of safety and belonging. 3. Consider that some students' schooling experiences are instructor-centered. MLL may appear withdrawn when presented with an active learning task. 4. Provide opportunities for translanguaging (during research, when completing assignments, when speaking, etc.) **Find Out More Information** 5. CPS document (Collaborative Problem Solving) 6. Presume competence. 7. Be curious and take a non-judgmental approach. **Use Their Knowledge of Other Languages** 8. Encourage MLLs to use their L1 to support English language acquisition. 9. Assist parents in understanding the importance of maintaining L1. **Use Tools** 10. Use dual language materials from the school library, divisional library, digital library or public library. 11. Explicit teaching of learning tools (e.g. Microsoft Lens, dictate, immersive reader, translators, etc.) 12. Provide Brain Breaks (e.g. computer time, phone usage, drawing, art, movement breaks, etc.) 13. Post an accessible, daily, pictorial schedule to provide structure for the day. *Note: When things seem to be getting better, it is tempting to reduce supports – but remember, the students' success is likely a result of, and dependent upon the supports. **Adaptive Teaching and Assessment** 14. When speaking with MLL, be aware of the need to adjust speech (e.g. rephrase, repeat, pacing, add visual support, etc.). 15. Provide daily opportunities for small group and peer interaction with modeling and support. 16. Provide appropriate level of language support and thought-provoking assignments. 17. Consider developmental age and stage of learner. (See Center for Responsive Schools and California Department of Education) 18. Use diverse flexible groupings.

Multi-Lingual Learner
BEHAVIOUR Reference Guide

CONSIDERATIONS	INTERVENTIONS
B3 – Difficulty paying attention • The MLL may feel mentally and/or physically exhausted from learning language and content simultaneously. • The MLL's language proficiency may not match the level of academic content and instruction. • The MLL may be experiencing the English-speaking environment as "noise." • The MLL may be distracted by students working in the classroom, differently structured classroom environment, different teaching styles, visual distractions and clutter, sensory overload. Self-Reg Classroom Environment checklist • The student may be "on-the-move" at seemingly inappropriate times as they are attempting to regulate. • The MLL may be experiencing acculturation challenges. • The MLL family may be experiencing challenges related to relocation (e.g. securing employment, forming connections, navigating social systems, sourcing preferred foods, settlement, stages of acculturation). • Student and family may be experiencing trauma.	**Individual and Cultural Considerations/Variance** **1.** Consult with parents/caregivers. Discuss strategies that are successful in the home. **2.** Build a strong relationship with the learner to increase their sense of safety and belonging. **Find Out More Information** **3.** CPS document (Collaborative Problem Solving) **4.** Be curious about student interests and incorporate them into activities and lessons in non-judgmental ways. **Use Their Knowledge of Other Languages** **5.** When watching videos, allow the student to use subtitles in their L1 to support their understanding. **6.** Become familiar with various apps that can be used to assist students (Microsoft Translate, Microsoft Lens, Immersive Reader, Dictate, Teams, OneNote, Google Translate, Microsoft Edge, etc.). **Use Tools** **7.** Use age-appropriate manipulatives, visuals, pictures to make explicit the key concepts and understandings of the lesson. **8.** Consider using drawings or alternative communication strategies to help the student express questions or concerns. **9.** If providing fidget tools, ensure the student and parent understand the purpose. Teach, model, and practice. **Adaptive Teaching and Assessment** **10.** Shorten the length of the verbal instructions, adjust the rate of speech and check for understanding. **11.** Chunk assignments, use checklists and graphic organizers. **12.** Provide preferential seating. **13.** Incorporate breaks into the daily schedule. **14.** Review key ideas to reinforce what was heard (e.g. brainstorming maps on the wall, visuals of key vocabulary, etc.). **15.** Provide student voice and choice. **16.** Provide an active and engaging method of reviewing instructions (e.g. role play, visuals, etc.). **17.** Learn about culture shock and how it affects students. Engage student in a way to recognize different phases of the process. **18.** See pages 55-61 of Supporting English Language Learners: A practical guide for Ontario Educators for additional strategies and accommodations.
CONSIDERATIONS	INTERVENTIONS
B4 – Appears worried and shows signs of anxiousness • MLL may be overwhelmed by the language load. • First culture, family, or student may demand perfection. • Was the MLL a top student in their previous school? • Student may be anxious due to new instructional approaches, school routines, and school/classroom culture. • MLL may have witnessed or experienced violence and trauma. • Student may be unaccustomed to many of the auditory and visual stimuli of the school environment (e.g. fire drill, recess bells, construction noises, announcements, etc.). • Some learners have a need for precision in both thought and expression; (e.g. a simple set of facts presented for the class may be analyzed at greater depth). • MLL may not comprehend expectations, information and/or environment. • MLL may not know how to ask for help. • Student may be concerned about social interactions (conflicts with peers, feeling ostracized, fitting in, social roles). • Student may be experiencing culture shock.	**Find Out More Information** **1.** Consult with parents/caregivers. Discuss strategies that are successful in the home. **2.** Build a strong relationship with the learner to increase their sense of safety and belonging. **3.** Work with MLL family to develop a plan to teach the student strategies to manage stress. **4.** Check in with MLL and use a variety of questions and formats to determine understanding. **Find Out More Information** **5.** CPS document (Collaborative Problem Solving) **6.** Monitor and record instances of possible physiological effects of anxiety such as rate of breathing, blushing, dizziness, trembling, clammy skin, digestive issues, fainting. And note when, where and with whom these responses appear. **7.** Be curious and take a non-judgmental approach. **Use Tools** **8.** Consider Bloom's Taxonomy when developing questions. **9.** Dr. Bruce Perry's "The 3 R's Approach" **Adaptive Teaching and Assessment** **10.** Model and celebrate mistake-making as part of learning. See: Growth mindset. **11.** Scan the classroom environment for visual clutter (keep visuals meaningful and intentional). **12.** Consider incorporating mindfulness activities into your daily routine. **13.** Be cognizant that students who appear anxious will benefit from knowing the process and appreciate a step-by-step breakdown. **14.** Limit the number of choices available to the student. Note: Student may need to be taught how to make a choice – regular academic choice opportunities will support this learning. (See Academic Choice and Academic Choice Planning Guide)

Multi-Lingual Learner BEHAVIOUR Reference Guide

DIVISION SCOLAIRE LOUIS RIEL SCHOOL DIVISION

CONSIDERATIONS	INTERVENTIONS
B5 – Does not follow classroom rules/expectations • There may be cultural differences in school experiences and expectations. The MLL may not be familiar with classroom routines or understand the reason for specific rules. • Parents report that the MLL demonstrates concerning behaviors for their age, gender, and culture at home. • Learner may not understand the context, requests, or questions being asked. • Some direct translations are confusing for learners (e.g. Korean: ney = yes.) • Rules may conflict with cultural values, religion, and family experiences. • Many of the expectations for student behaviour are cumulatively learned through years of repetition. Each classroom also has its own set of rules and expectations. New students may not be aware of these.	**Individual and Cultural Considerations/Variance** 1. Consult with parents/caregivers. Discuss strategies that are successful in the home. 2. Build a strong relationship with the learner to increase their sense of safety and belonging. 3. Some cultures prioritize the development of self-regulation at a later age. 4. The learner may not know how to initiate play with peers. Unexpected behaviours may be attempts to initiate friendships. **Find Out More Information** 5. CPS document (Collaborative Problem Solving) 6. Understand the function of the behaviour. Replace problematic behavior with socially expected behaviour that serves the same function. 7. The learner may have never been away from a parent and/or family for an extended period of time. 8. Be curious and take a non-judgmental approach. **Use Their Knowledge of Other Languages** 9. Review classroom rules with a same language/culture buddy using a visual representation of the expectations and routines. **Use Tools** 10. Review classroom rules with a translating app using a visual representation of the expectations and routines. 11. Use social stories to support expected behaviours. 12. Create learner specific bins with strategic calming tools (e.g. squeeze ball, family photo, drawing journal, etc.). **Adaptive Teaching and Assessment** 13. Post classroom rules with explanatory visuals and multiple languages. 14. Provide clear, specific, meaningful praise/acknowledgement for expected behaviour. 15. Identify the MLL's strengths, passions and interests. Use these to develop activities that will build confidence. 16. Use explicit instruction to help teach the expected behaviour and the 'why' of the behaviour. 17. Be aware of "othering" different cultural values, religions and experiences. 18. Incorporate Collaborative Problem Solving.

CONSIDERATIONS	INTERVENTIONS
B6 – Does not complete assignments • MLL may be translating from L1 to L2 which takes time. • MLLs take more time when working in their second language because of the demands of learning academic content, language and literacy. • MLL may not have the English language skills to complete the assignment as given. • The reading portion of the assignment may not be at the MLL's independent reading level (95- 100% words understood). • The MLL does not understand the task or have the prerequisite knowledge and skills to complete it.	**Find Out More Information** 1. Consult with parents/caregivers. Discuss strategies that are successful in the home. 2. Build a strong relationship with the learner to increase their sense of safety and belonging. 3. Provide adapted assignments with more visuals and less language. 4. Limit homework considering how hard the student is working during the school day. **Find Out More Information** 5. CPS document (Collaborative Problem Solving) 6. Discuss with student and parents if there is a designated study space in the home. 7. Be curious and take a non-judgmental approach. **Use Their Knowledge of Other Languages** 8. Encourage student to document thoughts and notes in their L1 **Use Tools** 9. Become familiar with various tech that can be used to assist students (Microsoft Translate, Microsoft Lens, Immersive 10. Reader, Dictate, Teams, OneNote, Google Translate, Microsoft Edge, etc.). Teach explicitly how to use these tools. 11. Use graphic organizers **Adaptive Teaching and Assessment** 12. Provide adapted assignments with more visuals and less language. 13. Alter the length of the assignment by providing fewer questions or have the MLL choose to answer a limited number of questions to demonstrate mastery. 14. Offer the MLL an opportunity to complete work at school during the day or after school so that they can access the support needed. 15. Assist MLL in learning the language for self- advocacy.

CONSIDERATIONS	INTERVENTIONS
B7 – Student appears to be experiencing mental health challenges • Consider frequency, intensity, context, potential triggers, and developmental age and stage. (See Center for Responsive Schools and California Department of Education)	**Individual and Cultural Considerations/Variance** 1. Consult with parents/caregivers. Discuss strategies that are successful in the home. 2. Build a strong relationship with the learner to increase their sense of safety and belonging. **Find Out More Information** 3. Consult with student services & administration. 4. Document observations and collect artifacts (e.g. notes, drawings, journal entries, etc.). 5. Have a private conversation with the student to help understand context/intent/impact. 6. Be curious and take a non-judgmental approach. **Use Tools** 7. CPS document (Collaborative Problem Solving) 8. Beacon House Therapeutic Services Resource Sheet 9. Dr. Bruce Perry's "The 3 R's Approach" 10. Moving from Behavioural to Relational Responses **Adaptive Teaching and Assessment** 11. Acknowledge and validate the students' experiences. 12. Reflect on our teaching practices to support/promote diversity, equity, inclusion and anti-racism.

MATHEMATICS

Observations,
Considerations, &
Interventions

TABLE OF CONTENTS

M1 Difficulty understanding math specific vocabulary and language

CONSIDERATIONS

Consider student overall L1 proficiency.

Terminology for common math tasks can vary between languages and countries of origin.

Student may be confusing similar terminology from another subject area.

The student may not have had formal education in Math or may have had disruptions to formal education.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Help them make connections between their background knowledge and the corresponding North American math terms and symbols
- Structure opportunities for peer-tutoring.
- Provide additional time
- Provide opportunities to practice and explore math specific vocabulary both orally and written

Find Out More Information
- Ask student to define and/or use vocabulary terms in own words

Use Their Knowledge of Other Languages
- Allow student to review concept in L1

Use Tools
- Provide visuals, manipulatives, concept sheets.
- Provide/use a personal reference sheet/chart for vocabulary
- Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html
- Review the MB Education Assessment for EAL and LAL Learners document
- https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf

Adaptive Teaching and Assessment
- Provide visuals, manipulatives, concept sheets
- Provide/use a personal reference sheet/chart for vocabulary

M2 Difficulty recognizing numbers and operational signs/symbols

CONSIDERATIONS

The student may not have had formal education in Math or may have had disruptions to formal education.

Numbers are formed differently in some countries.

Dates may be written in several ways.

Numeric symbols may have different meanings in different cultures.

Students may not read and write from left to right.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Review foundational number facts and skills before moving into more complex or abstract work.

Find Out More Information
- Ask the caregivers about the math history of the learner.
- Consult the "EAL Newcomer Registration supplement" in CLEVR, and other student records.

Use Their Knowledge of Other Languages
- Ask students to demonstrate personal knowledge of orientation, number sense.
- While transitioning to North American numerical operations allow the student to use familiar characters/script.

Use Tools
- Make use of:
  - manipulatives
  - 100's chart, number lines, place value
  - personal reference charts
- Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html
- Review the MB Education Assessment for EAL and LAL Learners document
- https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf

Adaptive Teaching and Assessment
- Explicitly teach North American numerical system and English words for numerical symbols and operations i.e. "+" means addition, adding, plus, sum, etc.

M3 Difficulty understanding some math concepts

CONSIDERATIONS

Not all math concepts are taught universally.

Scope and sequence vary in other Education systems.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Help learners make connections between their background knowledge and the corresponding North American math terms and symbols.

Find Out More Information

Use Their Knowledge of Other Languages
- Allow student to review concept in L1.

Use Tools
- Consider online practice in math using resources such as IXL, Mathletics, Dreambox.
- Create/provide personal reference charts.
- Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html
- Review the MB Education Assessment for EAL and LAL Learners document
- https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf

Adaptive Teaching and Assessment
- Provide additional time. Include 1 on 1 pre-teaching and re-teaching.

M4 Difficulty showing steps in a mathematical process.

CONSIDERATIONS

Other educational systems and parents may teach students to value making mental calculations.

Student has been taught to seek an answer rather than showing process.

Learners may discount the need and rationale to record the problem solving process; they may see it as "slowing down" to record obvious steps.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Communicate with the student and parent that the process/showing steps is important in mathematics assessment.

Find Out More Information

Use Their Knowledge of Other Languages
- Allow the MLL student to share the steps orally.

Use Tools
- Prompt the MLL student to show or explain the steps backwards from the answer.
- Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html
- Review the MB Education Assessment for EAL and LAL Learners document
- https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf

Adaptive Teaching and Assessment
- Allow the MLL student to share the steps orally.
- Model "showing the steps" during instruction.

M5 Difficulty solving math problems

CONSIDERATIONS

MLL student may have experienced learning that focused on the product as opposed to learning that focuses on process.

Numerical systems may be new to the MLL student (e.g. numbers, metric, currency, etc.).

Note that the MLL student may not have the necessary background knowledge required for computation and problem solving.

The MLL student may not have received explicit instruction on how to communicate the steps in the problem solving method.

Word-based math problems may be too advanced (e.g. the English in both the content- specific math language and the general academic English).

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Teach the common language patterns used in math problems, simplify this language until the pattern is understood.

Find Out More Information
- Consider attention, memory and stress level of the student.
- Please see the "Behaviour" section of this document.

Use Their Knowledge of Other Languages
- Allow student to translate problem into L1.

Use Tools
- Create/provide personal reference charts.
- Use manipulative and visual supports when possible.
- Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html
- Review the MB Education Assessment for EAL and LAL Learners document
- https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf

Adaptive Teaching and Assessment
- Consider reading problems from the last sentence first.
- Consider highlighting most important terms and symbols in the problem.
- Explicitly teach math problem solving strategies and math vocabulary.
- Teach the vocabulary and structure for communicating mathematics steps.

M6 Avoids mathematical tasks

CONSIDERATIONS

The student may have limited experience with numeracy in L1 and English.

The students may not have internalized math skills such as operations, number sense and basic facts.

The student may have previous negative experiences with math.

INTERVENTIONS

Individual and Cultural Considerations/Variance
- Apply empathy to understand student background and previous experience with math.
- Consider trauma informed approaches to classroom.
- Use tasks that are relevant to students' personal and cultural experience.
- Use talk-aloud protocols to demonstrate how you (the teacher) thinks through a problem.

Find Out More Information
- Consider attention, memory and stress level of the student.
- Please see the "Behaviour" section of this document.

Use Their Knowledge of Other Languages
- Allow student to translate work into L1.

Use Tools
- Use concrete examples, tools, and manipulatives whenever possible. For example, Math Wall.
- Create/provide personal reference charts.
- Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html
- Review the MB Education Assessment for EAL and LAL Learners document
- https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf

Adaptive Teaching and Assessment
- Consider reducing the number of required tasks.
- Provide opportunities for pairs and small groups to discuss their thinking.
- Set short term goals. Check in regularly.
- Assess work as it is completed, including steps within a process.

Multi-Lingual Learner MATHEMATICS Reference Guide

DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

	CONSIDERATIONS	INTERVENTIONS
M1 - Difficulty understanding math specific vocabulary and language	- Consider student overall L1 proficiency. - Terminology for common math tasks can vary between languages and countries of origin. - Student may be confusing similar terminology from another subject area. - The student may not have had formal education in Math or may have had disruptions to formal education.	**Individual and Cultural Considerations/Variance** **1.** Help them make connections between their background knowledge and the corresponding North American math terms and symbols. **2.** Structure opportunities for peer-tutoring. **3.** Provide additional time. **4.** Provide opportunities to practice and explore math specific vocabulary both orally and written developing and articulating opinions in class **Find Out More Information** **5.** Ask student to define and/or use vocabulary terms in own words. **Use Their Knowledge of Other Languages** **6.** Allow student to review concept in L1. **Use Tools** **7.** Provide visuals, manipulatives, concept sheets. **8.** Provide/use a personal reference sheet/chart for vocabulary **9.** Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html **10.** Review the MB Education Assessment for EAL and LAL Learners document https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf **Adaptive Teaching and Assessment** **11.** Provide visuals, manipulatives, concept sheets. Provide/use a personal reference sheet/chart for vocabulary

	CONSIDERATIONS	INTERVENTIONS

M2 – Difficulty recognizing numbers and operational signs/symbols	- The student may not have had formal education in Math or may have had disruptions to formal education. - Numbers are formed differently in some countries. - Dates may be written in several ways - Numeric symbols may have different meanings in different cultures. - Students may not read and write from left to right.	**Individual and Cultural Considerations/Variance**
		1. Review foundational number facts and skills before moving into more complex or abstract work.
		Find Out More Information
		2. Ask the caregivers about the math history of the learner.
		3. Consult the "EAL Newcomer Registration supplement" in CLEVR, and other student records.
		Use Their Knowledge of Other Languages
		4. Ask students to demonstrate personal knowledge of orientation, number sense.
		5. While transitioning to North American numerical operations allow the student to use familiar characters/script.
		Use Tools
		6. Make use of:
		   ○ manipulatives
		   ○ 100's chart, number lines, place value
		   ○ personal reference charts
		7. Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html
		8. Review the MB Education Assessment for EAL and LAL Learners document https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf
		Adaptive Teaching and Assessment
		9. Explicitly teach North American numerical system and English words for numerical symbols and operations i.e. "+" means addition, adding, plus, sum, etc.

	CONSIDERATIONS	INTERVENTIONS
M3 – Difficulty understanding some math concepts	• Not all math concepts are taught universally. • Scope and sequence vary in other Education systems.	**Individual and Cultural Considerations/Variance** **1.** Help learners make connections between their background knowledge and the corresponding North American math terms and symbols. **Use Their Knowledge of Other Languages** **2.** Allow student to review concept in L1. **Use Tools** **3.** Consider online practice in math using resources such as IXL, Mathletics, Dreambox. **4.** Create/provide personal reference charts. **5.** Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html **6.** Review the MB Education Assessment for EAL and LAL Learners document https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf **Adaptive Teaching and Assessment** **7.** Provide additional time. Include 1 on 1 pre-teaching and re-teaching.

	CONSIDERATIONS	INTERVENTIONS
M 4 – Difficulty showing steps in a mathematical process.	• Other educational systems and parents may teach students to value making mental calculations. • Student has been taught to seek an answer rather than showing process. • Learners may discount the need and rationale to record the problem solving process; they may see it as "slowing down" to record obvious steps.	**Individual and Cultural Considerations/Variance** **1.** Communicate with the student and parent that the process/showing steps is important in mathematics assessment. **Use Their Knowledge of Other Languages** **2.** Allow the MLL student to share the steps orally **Use Tools** **3.** Teach the MLL student how to represent steps and process. **4.** Prompt the MLL student to show or explain the steps backwards from the answer. **5.** Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html **6.** Review the MB Education Assessment for EAL and LAL Learners document https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf **Adaptive Teaching and Assessment** **7.** Allow the MLL student to share the steps orally **8.** Model "showing the steps" during instruction.

Multi-Lingual Learner
MATHEMATICS Reference Guide

CONSIDERATIONS	INTERVENTIONS
M5 - Difficulty solving math problems • MLL student may have experienced learning that focused on the product as opposed to learning that focuses on process. • Numerical systems may be new to the MLL student (e.g. numbers, metric, currency, etc.). • Note that the MLL student may not have the necessary background knowledge required for computation and problem solving. • The MLL student may not have received explicit instruction on how to communicate the steps in the problem solving method. • Word-based math problems may be too advanced (e.g. the English in both the content- specific math language and the general academic English).	**Individual and Cultural Considerations/Variance** **1.** Teach the common language patterns used in math problems, simplify this language until the pattern is understood. **Find Out More Information** **2.** Consider attention, memory and stress level of the student. Please see the "Behaviour" section of this document. **Use Their Knowledge of Other Languages** **3.** Allow student to translate problem into L1. **Use Tools** **4.** Create/provide personal reference charts. **5.** Use manipulative and visual supports when possible. **6.** Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html **7.** Review the MB Education Assessment for EAL and LAL Learners document https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf **Adaptive Teaching and Assessment** **8.** Consider reading problems from the last sentence first. **9.** Consider highlighting most important terms and symbols in the problem. **10.** Explicitly teach math problem solving strategies and math vocabulary. **11.** Teach the vocabulary and structure for communicating mathematics steps.

CONSIDERATIONS	INTERVENTIONS
M 6 – Avoids mathematical tasks • The student may have limited experience with numeracy in L1 and English. • The students may not have internalized math skills such as operations, number sense and basic facts. • The student may have previous negative experiences with math.	**Individual and Cultural Considerations/Variance** **1.** Apply empathy to understand student background and previous experience with math. **2.** Consider trauma informed approaches to classroom. **3.** Use tasks that are relevant to students' personal and cultural experience. **4.** Use talk-aloud protocols to demonstrate how you (the teacher) thinks through a problem**.** **Find Out More Information** **5.** Consider attention, memory and stress level of the student. **6.** Please see the "Behaviour" section of this document. **Use Their Knowledge of Other Languages** **7.** Allow student to translate work into L1. **Use Tools** **8.** Use concrete examples, tools, and manipulatives whenever possible. For example, Math Wall. **9.** Create/provide personal reference charts. **10.** Review the MB Education Curriculum for LAL Learners https://www.edu.gov.mb.ca/k12/cur/eal/lal-numeracy/sy/index.html **11.** Review the MB Education Assessment for EAL and LAL Learners document https://www.edu.gov.mb.ca/k12/cur/eal/docs/framework/assessment.pdf **Adaptive Teaching and Assessment** **12.** Consider reducing the number of required tasks. **13.** Provide opportunities for pairs and small groups to discuss their thinking. **14.** Set short term goals. Check in regularly. **15.** Assess work as it is completed, including steps within a process.

READING

Observations,
Considerations, &
Interventions

R1 Decoding

OBSERVATIONS	CONSIDERATIONS
• Skips words • Misreads words • Struggles blending sounds together • Struggles segmenting words • Guesses at unfamiliar words • Unable to sound out words • Has difficulty following text with finger • Skips lines of text • Reads very slowly • Robotic reading • Ignores punctuation • Eyes race around the page • Issues with directionality	• What assets does the student have in their first language? • Are there similarities between their first language and English?

INTERVENTIONS

Individual and Cultural Considerations/Variance

- The MLL may over generalize when decoding (e.g. adding the "ed" suffix to verbs such as "goed" or "readed"). This is a normal aspect of language acquisition.
- The MLL student may not recognize when they are making a decoding error in English.
- The MLL students may lack skills and knowledge related to phonological awareness, word recognition and decoding.
- The MLL student may not use decoding strategies.
- The MLL student may have lagging skills in decoding in L1 that exacerbate difficulties learning how to decode in L2.
- The assessment of EAL learners parallels that of non-EAL learners, but it is more critical because the differences in language, culture, life experiences, and educational background may hinder the collection of accurate data.
- The MLL student might pronounce words with an accent, not to be confused with a decoding error.

Find Out More Information

- Reference Assessment of EAL and LAL Learners document from Manitoba Education for best assessment practices.
- Assess level of proficiency in vocabulary, listening, speaking, reading and writing in their first language using the linguistic profile in the following forms:
  - EY Orientation Form
  - MY Orientation Form
  - SY Orientation Form
- Assess phonemic awareness skills. Suggested assessment tools:
  - CTOPP-2 assessment
  - Heggerty Kindergarten
  - Heggerty Primary
  - Heggerty Bridge the Gap (Intervention Grades 2-8)
  - Kilpatrick Equipped for Reading Success
- Assess phonics and decoding skills using the following tools:
  - LRSD Scope & Sequence
- Assess vocabulary, listening, speaking, reading and writing using the following tools:
  - EY Inventories Form
  - MY Inventories Form
  - SY Inventories Form
- Use a Benchmark assessment to determine level of reading comprehension. (See R2 Comprehension section for more information)
- Determine EAL Stage
  - EY Stage Indicator Form
  - MY Stage Indicator Form
  - SY Stage Indicator Form
    - *Students in Grade 3 to Grade 12 in Stage 1 or 2 require an EAL Student-Specific Plan (SSP).
- Examples are available here:
  - EY SSP – Appendix E
  - MY SSP – Appendix E
  - SY SSP – Appendix E
- LRSD Student-Specific Plans for EAL students are created in CLEVR.
  - *When creating Student-Specific Plans, use the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
- Click on the links below to access the Manitoba Curriculum Framework for EAL and LAL Programming:
  - Early Years Curriculum
  - Middle Years Curriculum
  - High School Curriculum

INTERVENTIONS

Use Their Knowledge of Other Languages
- Use a translator or an app for translation and immersive reader
- Use dual-language texts

Use Tools
- Assess phonics development (Stages 1 & 2) using the LRSD Scope and Sequence document
- Assess phonics development (Stages 3-5) using a tool such as the Words Their Way Spelling Inventory or the Barnell Loft Assessment
- Assess linguistic competencies using the EAL progressions tables (stages) in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
- Language learning strategies can be found here:
  - Early Years Curriculum p. 18-20 *Receptive strategies
  - Middle Years Curriculum p. 18-20 *Receptive strategies
  - High School Curriculum p. 18-20 *Receptive strategies

Adaptive Teaching and Assessment
- Use language learning strategies found in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
  - Early Years Curriculum p. 18-20
    - *Receptive strategies
  - Middle Years Curriculum p. 18-20
    - *Receptive strategies
  - High School Curriculum p. 18-20
    - *Receptive strategies
- Refer to the provincial document Assessment of EAL and LAL Learners
- Use multi-media (apps, videos) where applicable.
- Prior to assessing decoding skills using a text, review vocabulary with student, verify background knowledge and allow student to first read silently.
- During assessment, allow more time to process.
- Include a variety of assessment strategies in their teaching programs to provide multiple sources of information about student achievement.
- Use the PLUSS Model:
  - Pre-teach critical vocabulary and prime background knowledge, language
  - Language modeling and opportunities for practice
  - Use visuals and graphic organizers
  - Systematic and explicit instruction
  - Strategic use of native language and teaching for transfer

R2 Comprehension

OBSERVATIONS	CONSIDERATIONS
• Difficulty understanding the important ideas in reading passages • Frustration with reading tasks • Reads with little variance in tone (expression) • Problems remembering significant details of what they've read • Difficulty referencing items from the text during retell • Difficulty understanding the comprehension questions	• Reading comprehension skills are typically examples of Cognitive Academic Language Proficiency (CALP). CALP requires more in-depth second language skills than Basic Interpersonal Communication Skills (BICS); the MLL will need continued instruction to develop these skills • Language comprehension requires well-developed skills and knowledge related to word recognition and language comprehension. Scarborough's Reading Rope

INTERVENTIONS

Individual and Cultural Considerations/Variance
- The MLL may be intensely focused on accurate decoding when reading aloud (e.g. pronunciation, phrasing, intonation, etc.) to the detriment of comprehension.
- Receptive language skills tend to outpace expressive language skills.
- Reading comprehension is dependent on oral language skills; MLLs must be taught and given time to practice speaking English using academic vocabulary and phrases.
- The task of decoding may over-tax or overload the MLL's working memory if they do not have solid foundational word recognition skills.

Find Out More Information
- Reference Assessment of EAL and LAL Learners document from Manitoba Education for best assessment practices.
- Assess level of proficiency in vocabulary, listening, speaking, reading and writing in their first language using the linguistic profile in the following forms:
  - EY Orientation Form
  - MY Orientation Form
  - SY Orientation Form
- Use a Benchmark assessment to determine level of reading comprehension.
  - *If below grade-level, also assess decoding skills (see R1 Decoding section for more information) and listening comprehension.
- Suggested assessments for comprehension:
  - Fountas & Pinnell
  - Acadience Maze
  - Acadience Benchmark Assessment

Use Their Knowledge of Other Languages
- Use a translator or an app for translation
- Use dual-language texts

Use Tools
- Suggested assessments for comprehension:
  - Fountas & Pinnell
  - Acadience Maze
  - Acadience Benchmark Assessment
- Assess linguistic competencies using the EAL progressions tables in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
- Language learning strategies can be found in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
  - Early Years Curriculum p. 18-20
  - Middle Years Curriculum p. 18-20
  - High School Curriculum p. 18-20

Adaptive Teaching and Assessment
- Prior to assessing, review vocabulary with student, allow student to read silently and then read aloud.
- During assessment, allow more time to process.
- Have student show their understanding through drawing
- Use knowledge of the sound-symbol system to aid reading comprehension.
- Include a variety of assessment strategies in their teaching programs to provide multiple sources of information about student achievement. For example: Is the student able to understand word problems in Math? Does the students understand content in Science and Social Studies?
- Use the PLUSS Model:
  - Pre-teach critical vocabulary and prime background knowledge, language
  - Language modeling and opportunities for practice
  - Use visuals and graphic organizers
  - Systematic and explicit instruction
  - Strategic use of native language and teaching for transfer

Multi-Lingual Learner READING Reference Guide

DIVISION SCOLAIRE
LOUIS RiEL
SCHOOL DIVISION

OBSERVATIONS

- Skips words
- Misreads words
- Struggles blending sounds together
- Struggles segmenting words
- Guesses at unfamiliar words
- Unable to sound out words
- Has difficulty following text with finger
- Skips lines of text
- Reads very slowly
- Robotic reading
- Ignores punctuation
- Eyes race around the page
- Issues with directionality

CONSIDERATIONS

- What assets does the student have in their first language?
- Are there similarities between their first language and English?

INTERVENTIONS

R1 - Comprehension

Individual and Cultural Considerations/Variance
- The MLL may over generalize when decoding (e.g. adding the "ed" suffix to verbs such as "goed" or "readed"). This is a normal aspect of language acquisition.
- The MLL student may not recognize when they are making a decoding error in English.
- The MLL students may lack skills and knowledge related to phonological awareness, word recognition and decoding.
- The MLL student may not use decoding strategies.
- The MLL student may have lagging skills in decoding in L1 that exacerbate difficulties learning how to decode in L2.
- The assessment of EAL learners parallels that of non-EAL learners, but it is more critical because the differences in language, culture, life experiences, and educational background may hinder the collection of accurate data.
- The MLL student might pronounce words with an accent, not to be confused with a decoding error.

Use Their Knowledge of Other Languages
- Use a translator or an app for translation and immersive reader
- Use dual-language texts

Adaptive Teaching and Assessment
- Use language learning strategies found in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
  - Early Years Curriculum p. 18-20
    - *Receptive strategies
  - Middle Years Curriculum p. 18-20
    - *Receptive strategies
  - High School Curriculum p. 18-20
    - *Receptive strategies
- Refer to the provincial document Assessment of EAL and LAL Learners
- Use multi-media (apps, videos) where applicable.
- Prior to assessing decoding skills using a text, review vocabulary with student, verify background knowledge and allow student to first read silently.
- During assessment, allow more time to process.
- Include a variety of assessment strategies in their teaching programs to provide multiple sources of information about student achievement.
- Use the PLUSS Model:
- Pre-teach critical vocabulary and prime background knowledge, language
- Language modeling and opportunities for practice
- Use visuals and graphic organizers
- Systematic and explicit instruction
- Strategic use of native language and teaching for transfer

Find Out More Information
- Reference Assessment of EAL and LAL Learners document from Manitoba Education for best assessment practices.
- Assess level of proficiency in vocabulary, listening, speaking, reading and writing in their first language using the linguistic profile in the following forms:
  - EY Orientation Form
  - MY Orientation Form
  - SY Orientation Form
- Assess phonemic awareness skills. Suggested assessment tools:
  - CTOPP-2 assessment
  - Heggerty Kindergarten
  - Heggerty Primary
  - Heggerty Bridge the Gap (Intervention Grades 2-8)
  - Kilpatrick Equipped for Reading Success
- Assess phonics and decoding skills using the following tools:
  - LRSD Scope & Sequence
- Assess vocabulary, listening, speaking, reading and writing using the following tools:
  - EY Inventories Form
  - MY Inventories Form
  - SY Inventories Form
- Use a Benchmark assessment to determine level of reading comprehension. (See R2 Comprehension section for more information)
- Determine EAL Stage
  - EY Stage Indicator Form
  - MY Stage Indicator Form
  - SY Stage Indicator Form
    - *Students in Grade 3 to Grade 12 in Stage 1 or 2 require an EAL Student-Specific Plan (SSP).
- Examples are available here:
  - EY SSP – Appendix E
  - MY SSP – Appendix E
  - SY SSP – Appendix E
- LRSD Student-Specific Plans for EAL students are created in CLEVR.
  - *When creating Student-Specific Plans, use the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
- Click on the links below to access the Manitoba Curriculum Framework for EAL and LAL Programming:
  - Early Years Curriculum
  - Middle Years Curriculum
  - High School Curriculum

Use Tools
- Assess phonics development (Stages 1 & 2) using the LRSD Scope and Sequence document
- Assess phonics development (Stages 3-5) using a tool such as the Words Their Way Spelling Inventory or the Barnell Loft Assessment
- Assess linguistic competencies using the EAL progressions tables (stages) in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
- Language learning strategies can be found here:
  - Early Years Curriculum p. 18-20 *Receptive strategies
  - Middle Years Curriculum p. 18-20 *Receptive strategies
  - High School Curriculum p. 18-20 *Receptive strategies

2/2

Multi-Lingual Learner
READING Reference Guide

LOUIS RiEL
DIVISION SCOLAIRE
SCHOOL DIVISION

OBSERVATIONS

- Difficulty understanding the important ideas in reading passages
- Frustration with reading tasks
- Reads with little variance in tone (expression)
- Problems remembering significant details of what they've read
- Difficulty referencing items from the text during retell
- Difficulty understanding the comprehension questions

CONSIDERATIONS

- Reading comprehension skills are typically examples of Cognitive Academic Language Proficiency (CALP). CALP requires more in-depth second language skills than Basic Interpersonal Communication Skills (BICS); the MLL will need continued instruction to develop these skills
- Language comprehension requires well-developed skills and knowledge related to word recognition and language comprehension. Scarborough's Reading Rope

INTERVENTIONS

R1 - Comprehension

Individual and Cultural Considerations/Variance
- The MLL may be intensely focused on accurate decoding when reading aloud (e.g. pronunciation, phrasing, intonation, etc.) to the detriment of comprehension.
- Receptive language skills tend to outpace expressive language skills.
- Reading comprehension is dependent on oral language skills; MLLs must be taught and given time to practice speaking English using academic vocabulary and phrases.
- The task of decoding may over-tax or overload the MLL's working memory if they do not have solid foundational word recognition skills.

Find Out More Information
- Reference Assessment of EAL and LAL Learners document from Manitoba Education for best assessment practices.
- Assess level of proficiency in vocabulary, listening, speaking, reading and writing in their first language using the linguistic profile in the following forms:
  - EY Orientation Form
  - MY Orientation Form
  - SY Orientation Form
- Use a Benchmark assessment to determine level of reading comprehension.
  - *If below grade-level, also assess decoding skills (see R1 Decoding section for more information) and listening comprehension.
- Suggested assessments for comprehension:
  - Fountas & Pinnell
  - Acadience Maze
  - Acadience Benchmark Assessment

Use Their Knowledge of Other Languages
- Use a translator or an app for translation
- Use dual-language texts

Use Tools
- Suggested assessments for comprehension:
  - Fountas & Pinnell
  - Acadience Maze
  - Acadience Benchmark Assessment
- Assess linguistic competencies using the EAL progressions tables in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
- Language learning strategies can be found in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
  - Early Years Curriculum p. 18-20
  - Middle Years Curriculum p. 18-20
  - High School Curriculum p. 18-20

Adaptive Teaching and Assessment
- Prior to assessing, review vocabulary with student, allow student to read silently and then read aloud.
- During assessment, allow more time to process.
- Have student show their understanding through drawing
- Use knowledge of the sound-symbol system to aid reading comprehension.
- Include a variety of assessment strategies in their teaching programs to provide multiple sources of information about student achievement. For example: Is the student able to understand word problems in Math? Does the students understand content in Science and Social Studies?
- Use the PLUSS Model:
  - Pre-teach critical vocabulary and prime background knowledge, language
  - Language modeling and opportunities for practice
  - Use visuals and graphic organizers
  - Systematic and explicit instruction
  - Strategic use of native language and teaching for transfer

WRITING

Observations, Considerations, & Interventions

CONSIDERATIONS

Writing challenges will vary due to age, stage, and context.

What assets does the student bring to the classroom?

Are there similarities between the students' home language(s) and English?

What is the learner's profile? Do they have experience with writing? (e.g. may have limited formal schooling)

Does the learner have the building blocks of graphomotor skills: fine motor components (strength, in-hand manipulation), primary components (memory, orientation, start sequence) and placement, size, spacing and control.

INTERVENTIONS

Individual and Cultural Considerations/Variance
See W1 Adaptive Teaching and Assessment for corresponding numbers

- Depending on the MLL's profile, they may have no experience with writing (e.g., limited formal schooling). (1, 2, 3, 4, 8, 12, 13).
- The MLL may have difficulty organizing, synthesizing and/or sequencing their writing; thus, they may have difficulty knowing where to begin (4, 5, 6, 8, 11, 12, 14)
- The MLL has not received any explicit instruction in writing. (4, 5, 6, 7, 11, 12, 14, 15)
- The assignments are not appropriate for the MLL's current level of English language proficiency. (4, 5, 8, 12)
- The MLL misunderstands the instructions. (4, 5, 7, 12, 15)
- The MLL may not yet have developed efficient writing strategies. (4, 5, 6, 7, 11, 12, 14, 15)
- The distance between language scripts varies; (e.g., Arabic script is significantly different than English script, whereas Romanian script is the same) (1, 2, 8, 12, 13)
- Consider the building blocks of graphomotor skills: fine motor components (strength, in-hand manipulation), primary components (memory, orientation, start sequence) and placement, size, spacing and control. (1, 2, 3, 8, 12, 13)

Find Out More Information
- Reference Assessment of EAL and LAL Learners document from Manitoba Education for best assessment practices.
- Assess level of proficiency in vocabulary, listening, speaking, reading and writing in their first language using the linguistic profile in the following:
  - EY Orientation Form
  - MY Orientation Form
  - SY Orientation Form
- Assess phonics and decoding skills using the following tools:
  - LRSD Scope & Sequence
- Assess vocabulary, listening, speaking, reading and writing using the following tools:
  - EY Inventories Form
  - MY Inventories Form
  - SY Inventories
- Determine EAL Stage
  - EY Stage Indicator Form
  - MY Stage Indicator Form
  - SY Stage Indicator Form
    - *Students in Grade 3 to Grade 12 in Stage 1 or 2 require an EAL Student-Specific Plan (SSP). Examples are available here:
      - EY SSP – Appendix E
      - MY SSP – Appendix E
      - SY SSP – Appendix E
- LRSD Student-Specific Plans for EAL students are created in CLEVR.
  - *When creating Student-Specific Plans, use the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
- Click on the links below to access the Manitoba Curriculum Framework for EAL and LAL Programming:
  - Early Years Curriculum
  - Middle Years Curriculum
  - High School Curriculum

INTERVENTIONS

Use Their Knowledge of Other Languages
- Pair the MLL with another MLL who speaks the same language.

Use Tools
- Use a translator app
- Use Story Creator app https://apps.apple.com/us/app/story-creator-easy-story-book-maker-for-kids/id545369477
- Use Book Creator app https://bookcreator.com/

Adaptive Teaching and Assessment
1. Observe and/or instruct MLL on:
   - pencil grasp and pressure
   - correct letter formation
   - how to use loose leaf paper (e.g., margin on the left and top of the page)
   - directionality (left to right)
   - spacing
   - writing on the line
2. Alter thickness of pencil, or decrease length of pencil, and add a soft grip accessory.
3. Alter the size or type of paper (e.g., use half or quarter of a sheet, or provide interlined, half blank-half lined, or raised line paper).
4. Use visuals and illustrated texts to prompt conversation and elicit background knowledge and experiences.
5. Encourage talking about writing before beginning their writing.
6. Demonstrate how to begin writing through shared writing. E.g., concept maps or graphic organizers
7. First, the teacher demonstrates the writing process for the students. Next, the teacher practices with the students. Then, the teacher provides support as the student's practice. Finally, the teacher may assign a similar writing task for independent completion (e.g. OLM)
8. If MLL has computer experience, technology may be a useful writing aid.
9. Ensure the MLL understands the assignment by having the student repeat back the instructions in their own words.
10. Look at the benchmarks LRSD Teaching & Learning SharePoint-Writing Continuum for what a student should be able to do and offer opportunities to practice.
11. Scaffold writing by providing a sentence frame to get the student started.
12. Differentiate assignments to reflect the MLL's current English level.
13. Provide practice tasks to build fluidity, separate from writing tasks used to demonstrate knowledge of a topic
14. Scaffold writing by providing paragraph frames and sentence frames

W2 Writing compositions lack structure and organization

CONSIDERATIONS

Writing challenges will vary due to age and stage and context.

What is the learner's profile? Do they have experience with writing? (e.g. may have limited formal schooling)

Have explicit writing lessons been taught using graphic organizers, modelling, scaffolding and vocabulary instruction?

INTERVENTIONS

Individual and Cultural Considerations/Variance
See *W1 Adaptive Teaching and Assessment* for corresponding numbers
- First language writing styles may be different (e.g., persuasive, compare and contrast, sequencing, narrative, expository, 1st person, etc.). (2,3,4,5,7,10)
- The MLL may have a background of limited formal schooling opportunities. (1 – 10 inclusive)
- MLL may have difficulty organizing, synthesizing and/or sequencing their writing; as a result, they have difficulty capturing their ideas in a timely and organized fashion. (1,3, 4, 5, 6, 7, 8, 10)

Find Out More Information

Use Their Knowledge of Other Languages
- Provide dual-language materials to assist MLL in connecting first language to English
- Provide opportunities to work with a peer who speaks the same first language

Use Tools
- Use a translator app
- Assess linguistic competencies using the EAL progressions tables (stages) in the Manitoba Kindergarten to Grade 12 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics and Language (LAL) Programming (2021)
- Language learning strategies can be found here:
  - Early Years Curriculum p. 18-20 *Receptive strategies
  - Middle Years Curriculum p. 18-20 *Receptive strategies
  - High School Curriculum p. 18-20 *Receptive strategies

Adaptive Teaching and Assessment
1. Arrange pairs/groups of MLLs (with the same L1) to brainstorm the topic and the key points.
2. Explicitly help students identify the purpose for writing as a language function and then build vocabulary for that function. (e.g., compare/contrast function would use words like different, same, alike, similar, opposite,
3. Explicitly teach the MLL to use graphic organizers and post-it notes to record key ideas, then sequence them before attempting writing.
4. First, the teacher demonstrates the writing process for the students. Next, the teacher practices with the students. Then, the teacher provides support as the student,5s practice. Finally, the teacher may assign a similar writing task for independent completion.
5. Provide models or exemplars of the completed work.
6. Given the MLL's proficiency level, break the task into manageable chunks or steps.
7. If literate in L1, have MLL write, brainstorm or begin initial draft in first language, then translate.
8. If literate in L1, have MLL create dual language texts. Story Creator Scribjab
9. Build MLL's skill and confidence by targeting a few key errors in the writing, not all errors.
10. Use a computer; ideas can be more easily re- arranged on the screen than on paper.

W3 Frequently copies other students' writing

CONSIDERATIONS

Writing challenges will vary due to age and stage and context.

What is the learner's profile? Do they have experience with writing? (e.g. may have limited formal schooling)

INTERVENTIONS

Individual and Cultural Considerations/Variance
See *W1 Adaptive Teaching and Assessment* for corresponding numbers

- Copying shows beginning proficiency in a new language. This may represent a progression as the MLL moves from copying to experimenting with language independently. (1, 2, 3, 5, 6, 7)
- MLL may be afraid of making mistakes or falling behind. (7, 1, 2, 6, 5)
- Many MLLs will limit themselves to words they can spell correctly, even if they have more precise terms in their spoken vocabulary. (1, 2, 6, 7)
- MLL may view teaching and learning as the teacher's responsibility (external locus of control). (2, 1, 6, 3, 4, 5)
- The writing task may be too difficult, and MLL may resort to plagiarism as a coping mechanism. (2, 1, 6, 7, 4)
- Errors may have been penalized in the classroom at a previous school, or at home. (7, 6, 1, 2, 3)
- The MLL's perceptions of the consequences for errors may or may not be accurate. (2, 4, 3)

Find Out More Information

Use Their Knowledge of Other Languages

Use Tools

Adaptive Teaching and Assessment
1. Provide scaffolding by allowing student to draw, demonstrate and speak about ideas before writing
2. Ensure tasks are an appropriate or realistic match to the MLL's language proficiency level using the Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming as a guide. https://www.edu.gov.mb.ca/k12/cur/eal/framew ork/index.html
3. Ensure MLL understands when it is appropriate to copy from other students and when students are expected to work independently
4. Explain and identify examples of plagiarism
5. Provide copies of notes from the board
6. Provide scaffolding through language experience, sentence frames, cloze activities, etc.
7. Encourage and foster the mindset of making mistakes as the path to learning (Growth Mindset); Do not be afraid of making mistakes!

CONSIDERATIONS

Writing challenges will vary due to age and stage and context.

What assets does the student bring to the classroom?

Are there similarities between the students' home language(s) and English?

What is the learner's profile? Do they have experience with writing? (e.g. may have limited formal schooling)

Does the learner have the building blocks of graphomotor skills: fine motor components (strength, in-hand manipulation), primary components (memory, orientation, start sequence) and placement, size, spacing and control.

INTERVENTIONS

Individual and Cultural Considerations/Variance
See *W1 Adaptive Teaching and Assessment* for corresponding numbers

- MLL may be learning a new script; not all languages are alphabetic (e.g., Chinese); some do not rotate symbols (p, b, d) and some are written right to left (Arabic, Farsi, Persian, Pashto, Urdu, Sindhi). (1,2)
- The MLL may confuse the order of letters in words such as: was/saw, pot/top. This may be a comprehension issue, not recognizing that these words are different. (1,2)
- MLL may have "fossilized" incorrect spelling patterns. (2,3)
- In some languages, the end sounds of words are irrelevant for meaning. (1,3)
- MLLs may not be able to hear the phonemes of English well enough to produce. (1,2)
- MLL may not have received spelling instruction. (1,3)

Find Out More Information

Use Their Knowledge of Other Languages

Use Tools

Adaptive Teaching and Assessment
1. Use phonological awareness and phonics skills to build decoding and basic spelling pattern skills (See LRSD Structured Literacy Scope & Sequence).
2. Ensure materials are at an appropriate level for the MLL.
3. Collaborate with school team to complete appropriate structured literacy assessments and determine intervention (Stage B)

W5 Uses the same words, phrases, ideas, and style in every piece of writing

CONSIDERATIONS

Writing challenges will vary due to age and stage and context.

What assets does the student bring to the classroom?

Are there similarities between the students' home language(s) and English?

What is the learner's profile? Do they have experience with writing? (e.g. may have limited formal schooling)

Does the learner have the building blocks of graphomotor skills: fine motor components (strength, in-hand manipulation), primary components (memory, orientation, start sequence) and placement, size, spacing and control.

INTERVENTIONS

Individual and Cultural Considerations/Variance
See *W1 Adaptive Teaching and Assessment* for corresponding numbers

- Many MLLs will limit themselves to words, phrases, and verb tense they can use correctly even if they have more varied terms in their spoken vocabulary. (1,3,5,6,8,9,10)
- It is common for beginner language learners to produce short, repetitious passages. (1,5,4,6,8,9,10)
- MLL may not have been taught differing styles of writing that respond to purpose and audience.(6,3,4,8,9,10,11)
- MLL may not have been exposed to a variety of sentence structures. (3,4,6,8,9,10,11)

Find Out More Information

Use Their Knowledge of Other Languages

Use Tools

Adaptive Teaching and Assessment
1. Encourage MLL to use the classroom word wall, sound wall and/or concept wall when asked to express understanding.
2. Co-construct criteria
3. Assign topics to provide structure rather than free writing until MLL develops independent skills.
4. Develop spoken and written English skills simultaneously.
5. Provide structured talk-time before writing time.
6. Provide writing samples in assorted styles.
7. Teach non-fiction writing as well as fiction.
8. Model sentence patterns.
9. Provide many opportunities to use verb tenses in speaking during discussions or activities.
10. Encourage and foster the mindset of making mistakes as the path to learning (Growth Mindset); Do not be afraid of making mistakes!
11. Consider language goals based on the EAL continuum for writing in the Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming.
   https://www.edu.gov.mb.ca/k12/cur/eal/framework/index.html

Multi-Lingual Learner WRITING Reference Guide

DIVISION SCOLAIRE
LOUiS RiEL
SCHOOL DIVISION

CONSIDERATIONS	INTERVENTIONS
W1 – Difficulty completing writing tasks/Does not complete writing tasks • Student may have no experience with writing. (1, 2, 3, 4, 8, 10, 11). • Student may have difficulty organizing, synthesizing and/or sequencing their writing; thus, they may have difficulty knowing where to begin. (4, 5, 6, 8, 9, 10, 12) • Student has not received explicit writing instruction. (4, 5, 6, 7, 11, 10, 12) • The assignments are not appropriate for the MLL's current level of English language proficiency. (4, 5, 8, 10) • Student does not understand instructions. (4, 5, 7, 10) • Student may not yet have developed efficient writing strategies. (4, 5, 6, 7, 9, 10,12) • The distance between language scripts varies; (e.g., Arabic script is significantly different than English script, whereas Romanian script is the same) (1, 2, 8, 10, 11) • Consider the building blocks of graphomotor skills: fine motor components (strength, in-hand manipulation), primary components (memory, orientation, start sequence) and placement, size, spacing and control. (1, 2, 3, 8, 10, 11)	**1.** Observe and/or instruct MLL on: ○ pencil grasp and pressure ○ correct letter formation ○ how to use looseleaf paper (e.g., margin on the left and top of the page) ○ directionality (left to right) ○ spacing ○ writing on the line 2. Alter thickness of pencil, or decrease length of pencil, and add a soft grip accessory. 3. Alter the size or type of paper (e.g., use half or quarter of a sheet, or provide interlined, half blank-half lined, or raised line paper). 4. Use visuals and illustrated texts to prompt conversation and elicit background knowledge and experiences. 5. Encourage talking about writing before beginning their writing. 6. Demonstrate how to begin writing through shared writing. E.g., concept maps or graphic organizers. 7. First, the teacher demonstrates the writing process for the students. Next, the teacher practices with the students. Then, the teacher provides support as the student's practice. Finally, the teacher may assign a similar writing task for independent completion (e.g., OLM). 8. If MLL has computer experience, technology may be a useful writing aid. 9. Scaffold writing by providing a sentence frame to get the student started. 10. Differentiate assignments to reflect the MLL's current English level. 11. Provide practice tasks to build fluidity, separate from writing tasks used to demonstrate knowledge of a topic. 12. Scaffold writing by providing paragraph frames and sentence frames.

CONSIDERATIONS	INTERVENTIONS
W2 – Writing compositions lack structure and organization • First language writing styles may be different (e.g., persuasive, compare and contrast, sequencing, narrative, expository, 1st person, etc.). (2,3,4,5,7,10) • Student may have a background of limited formal schooling opportunities. (1– 10 inclusive) • Student may have difficulty organizing, synthesizing and/or sequencing their writing which leads to struggles capturing ideas in a timely and organized fashion. (1, 3, 4, 5, 6, 7, 8, 10)	**1.** Arrange pairs/groups of MLLs (with the same L1) to brainstorm the topic and the key points. 2. Explicitly help students identify the purpose for writing as a language function and then build vocabulary for that function. (e.g., compare/contrast functionwould use wordslike different, same, alike, similar, opposite, 3. Explicitly teach the MLL to use graphic organizers and post-it notes to record key ideas, then sequence them before attempting writing. 4. First, the teacher demonstrates the writing process for the students. Next, the teacher practices with the students. Then, the teacher provides support as the student,5s practice. Finally, the teacher may assign a similar writing task for independent completion. 5. Provide models or exemplars of the completed work. 6. Given the MLL's proficiency level, break the task into manageable chunksor steps. 7. If literate in L1, have MLL write, brainstorm or begin initial draft in first language, then translate. 8. If literate in L1, have MLL create dual language texts. 9. Build MLL's skill and confidence by targeting a few key errors in the writing,not all errors. 10. Use a computer; ideas can be more easily re-arranged on the screen than on paper.

Multi-Lingual Learner WRITING Reference Guide

W3 - Frequently copies other students' writing

CONSIDERATIONS	INTERVENTIONS
• Copying shows beginning proficiency in a new language. This may represent a progression as the student moves from copying to experimenting with language independently. (1, 2, 3, 5, 6, 7) • Student may be afraid of making mistakes or falling behind.(7, 1, 2, 6, 5) • Student will limit themselves to words they can spell correctly, even if they have more precise terms in their spoken vocabulary. (1, 2, 6, 7) • Student may view teaching and learning as the teacher's responsibility (external locus of control). (2, 1, 6, 3, 4, 5) • The writing task may be too difficult, and student may resort to plagiarism as a coping mechanism. (2, 1, 6, 7, 4) • Errors may have been penalized in the classroom at a previous school, or at home. (7, 6, 1, 2, 3) • Student's perceptions of the consequences of errors may or may not be accurate. (2, 4, 3)	**1.** Provide scaffolding by allowing student to draw, demonstrate and speak about ideas before writing. 2. Ensure tasks are an appropriate or realistic match to the MLL's language proficiency level. 3. Ensure MLL understands when it is appropriate to copy from other students and when students are expected to work independently. **4.** Explain and identify examples of plagiarism. **5.** Provide copies of notes from the board. 6. Provide scaffolding through language experience, sentence frames, cloze activities, etc. 7. Encourage and foster the mindset of making mistakes as the path to learning.

W4 – Frequently misspells words

CONSIDERATIONS	INTERVENTIONS
• Student may be learning a new script; not all languages are alphabetic (e.g., Chinese); some do not rotate symbols(p, b, d) and some are written right to left (Arabic, Farsi, Persian, Pashto, Urdu, Sindhi). (1,2) • Student may confuse the order of letters in words such as: was/saw, pot/top. This may be a comprehension issue, not recognizing that these words are different. (1,2) • Student may have "fossilized" incorrect spelling patterns. (2,3) • In some languages, the end soundsof words are irrelevant for meaning. (1,3) • Student may not be able to hear the phonemes of English well enough to produce. (1,2) • Student may not have received spelling instruction. (1,3)	**1.** Use phonological awareness and phonics skills to build decoding and basic spelling pattern skills (See LRSD Structured Literacy Scope & Sequence). 2. Ensure materials are at an appropriate level for the MLL. 3. Collaborate with school team to complete appropriate structured literacy assessments and determine intervention (Stage B)

W5 – Uses same words, phrases, ideas, and style in every piece of writing

CONSIDERATIONS	INTERVENTIONS
• Student will limit themselves to words, phrases, and verb tenses they can use correctly even if they have more varied terms in their spoken vocabulary. (1,2,4,5,6,7,8) • It is common for beginner language learners to produce short, repetitious passages. (1,4,3,5,6,7,8) • Student may not have been taught differing styles of writing that respond to purpose and audience. (5,2,3,6,7,8,9) • Student may not have been exposed to a varietyof sentence structures. (2,3,5,6,7,8,9)	**1.** Encourage MLL to use the classroom word wall, sound wall and/or concept wall when asked to express understanding. 2. Assign topics to provide structure rather than free writing until MLL develops independent skills. 3. Develop spoken and written English skills simultaneously. 4. Provide structured talk-time before writing time. 5. Provide writing samples in assorted styles. **6.** Model sentence patterns. 7. Provide many opportunities to use verb tenses in speaking during discussions or activities. 8. Encourage and foster the mindset of making mistakes as the path to learning. 9. Consider language goals based on the EAL continuum for writing from curriculum document.

APPENDICES

School-Based Student Support Team

School & Classroom Support Team Roles

Ecology of the Classroom

Instructional Variables

Summary of EAL Stage Indicators

Communicating with Parents

Manitoba Dept. of Ed Resources

SCHOOL-BASED STUDENT SUPPORT TEAM

Teacher's role in the School-Based Student Support process		Other Team Member's role in the School-based Student Support process
STEP 1 - The teacher identifies an area or areas of challenge for the learner. The teacher connects with a member of the School-based Support Team for assistance.		**STEP 1 -** A member of the School-based Support Team discusses the situation with the teacher; suggests relevant data to gather.
STEP 2 - The teacher begins to investigate the question, "who is the learner?" by gathering multiple forms of data.		**STEP 2 -** A member of the School-based Student Support Team: supports the teacher by gathering information (e.g. file review, classroom observation); arranges School-based Student Support Team meetings.
STEP 3 - The teacher reviews the data with the members of the School-Based Student Support Team. The team will brainstorm and plan intervention and/or consult with members of the School & Classroom Support Team as needed.		**STEP 3 -** A School-based Student Support Team member: leads the meeting; clarifies the purpose; guides the review of the data; with the help of the other members, establishes priorities for the student and leads the brainstorming of classroom interventions and consideration of additional services; sets a date for a follow-up meeting.
STEP 4 - The teacher implements the intervention(s) in the classroom.		**STEP 4 -** A School-based Support Team member: supports the teacher with the classroom interventions; coordinates observation(s) of the student in class by SCST on a consultative basis if necessary.

STEP 5 - The School-based Support Team meets again.
The team members decide together if the intervention(s) have been successful in assisting the student.
- If yes, the School-based Support Team's involvement may be concluded.
- If concerns persist, the School-based Support Team may choose to:
  - Re-visit and re-select from the brainstormed list of interventions in the initial team meeting.
  - Gather additional data about the student e.g. observations, assessments
  - Request services and supports from the School & Classroom Support Team via referral

Model adapted from the CBE (2013) *Complex English Language Learners (CELLS): A Tool to Support School Learning Teams*

SCHOOL & CLASSROOM SUPPORT TEAM ROLES

ROLE	FOCUS AREA OF LEARNER AND CLASSROOM SUPPORT
School Psychologist	School Psychologists in Louis Riel School Division provide a comprehensive range of psychological services within the school community to help students succeed academically, socially, behaviourally and emotionally. These services may include consultation, prevention, intervention, assessment, and diagnosis. School psychologists have strong clinical skills and a broad knowledge base in child and adolescent development, cognitive processes, learning, mental health, behaviour disorders, and school community systems. School Psychologists work collaboratively with school teams, parents, and other clinicians and tailor their services to the particular needs of each student and each situation.
Occupational Therapist (OT)	The primary goal of occupational therapy services in the Louis Riel School Division is to optimize each student's ability to access, participate in and benefit from educational programming in all school environments. The Occupational Therapist (OT) is concerned with ensuring a match between the student's skills and abilities, the environment and the expectations placed on him/her in the school setting.
Speech-Language Pathologist (SLP)	Speech-Language Pathologists provide strategies and services to promote a student's communication development. The primary goal of Speech-Language Pathologists in the Louis Riel School Division is to improve the student's ability to communicate effectively in all school environments, to support participation in the classroom and promote successful peer interactions. The early development of communication skills also provides a foundation for learning and literacy development.
Physiotherapy	Physiotherapists in the Louis Riel School Division provide services to improve school performance for students with physical and developmental disabilities as well as health concerns. The primary goal is to facilitate the inclusion of students with individualized needs in their educational setting and to enhance the student's potential to access, participate in, and benefit from their educational program. Physiotherapists address function with a focus on: Gross motor development, Seating and Mobility, Activities of Daily Living, Transition and Community Support.
School Social Work	School Social Workers in Louis Riel School Division work in partnership with students, school staff, parents/guardians and community agencies to enhance the social, emotional, behavioral and academic functioning of students. School Social Workers provide services to students who are experiencing difficulties within their environment that have an impact on their ability to function in school. School social workers focus on strengths and tailor supports to each situation to improve students' academic achievement, school engagement, social, emotional and behavioral functioning, safety, and parent and community involvement.
Instructional Team	Instructional Team members in Louis Riel School Division collaborate with School-Based Student Support Teams to help support students who are experiencing difficulties that impact their ability to be successful in the classroom and school environment. They can support teams in planning and implementing interventions related to academic and/or behaviour challenges.

ECOLOGY OF THE CLASSROOM:
Self-Reflection

"The classroom is like an ecological system, it is comprised of multiple factors. Classroom observations provide useful information and inform instructional interventions. A teacher may recruit a member of the School-based Student Support Team to observe the [Multilingual Learner's] patterns of interaction in the classroom. Consider these categories as a way of focusing the observation."

PHYSICAL ENVIRONMENT

- **Classroom seating arrangements and MLL's location**
- **Sufficient space for movement**
- **Ease of access to classroom supplies**

CLASSROOM BEHAVIOURAL ROUTINES

- **For all students and/or MLL:**
  - **use of reinforcing language**
  - **use of quiet verbal and non-verbal reminders and redirection when required**
- **Time lapse between instructions and beginning of task**

TEACHER'S INSTRUCTIONAL ROUTINES

- **Task explained verbally and visually (e.g. directions on board)**
- **Task broken into steps for all students and/or target student**
- **Steps modeled by teacher for all students and/or target student**

TEACHER-STUDENT INTERACTIONS

- **Amount of talk time by teacher, by students, by target student during whole class, small group and 1:1 interactions**
- **Use of leveled questioning and prompts to encourage participation**

TYPES & TONES of PEER INTERACTIONS

- **Which peers interact with the target student? Who initiates the interactions? When? What are the dynamics? Are discussions on or off-task? Longer or shorter in duration that other pairs? Etc.**

ENGLISH LANGUAGE DEVELOPMENT

- **All areas of phonemic awareness, phonological awareness, oral language, vocabulary development, reading development & differentiated tasks are all attended to and closely monitored using prescribed materials & the LRSD Scope & Sequence.**

CULTURALLY RESPONSIVE TEACHING

- **Opportunities are created for the target student to relate new learning to background experiences, home language, and culture. Multicultural and/or multilingual materials are key considerations when planning and programming.**

(Gersten, R & Geva, E, 2003; Overton, T., 2004)
Model adapted from the CBE (2013) *Complex English Language Learners (CELLS): A Tool to Support School Learning Teams*

INSTRUCTIONAL VARIABLES: Self-Reflection

Use this sheet with the School-based Student Support Team to consider the variables of individual and group interventions. Which of these variables can be manipulated for your student?

RESOURCES
Alter materials to provide an appropriate challenge for the student's level

GROUP DYNAMICS
Alter size and composition of student support groups

DEPTH & BREADTH OF TASKS
Provide manageable intervention tasks

STAFF
Assign teachers with specialized skills sets to instruct the intervention group

TARGETED INSTRUCTION
Aim instruction at specific, identified skills in need of attention

METHOD OF INSTRUCTION
Alter the amount of teacher centered direct instruction and guided practice

FREQUENCY
Alter how often the intervention takes place

DURATION
Alter how long the intervention lasts

OPTIMAL TIME AND LOCATION
Alter when and where the intervention takes place

Summary of EAL Stage Indicators

Student's Name: _____ Date of Assessment: _____
                                                                   (Day/Month/Year)

School: _____ Newcomer Code: _____

Date of Birth: _____ Age: _____
                 (Day/Month/Year)

EAL Stage (select the lowest stage for programming): _____

Stage Indicators

Determine the student's English language skills (listening, speaking, reading, and writing) by completing the inventories on the following pages. Upon the completion of each inventory, check the stage at which the student is working in each of the skill areas, using the stage indicators below.

Listening
❏ Stage 1
▪ Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia
❏ Stage 2
▪ Demonstrates an understanding of the gist of a series of connected sentences (may be supported by visual aids)
❏ Stage 3
▪ Demonstrates an understanding of main points and details of age/grade-appropriate interactions

Speaking
❏ Stage 1
▪ Uses non-verbal clues and responds using simple words, short phrases, or simple sentences
❏ Stage 2
▪ Responds using short phrases or sentences during routine interactions
❏ Stage 3
▪ Responds in complete sentences, using clear and comprehensible pronunciation during longer and more complex interactions

Reading
❏ Stage 1
▪ Is beginning to gain meaning from simple words and sentences
❏ Stage 2
▪ Gains meaning from a series of connected sentences on a familiar topic
❏ Stage 3
▪ Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts

Writing
❏ Stage 1
▪ Writes simple text (words, phrases)
❏ Stage 2
▪ Writes a simple text of several interrelated ideas, using some writing conventions
❏ Stage 3
▪ Produces an extended series of interrelated ideas to create an age-appropriate text, with occasional errors

DIVISION SCOLAIRE
LOUIS RIEL
SCHOOL DIVISION

Summary of EAL Stage Indicators

Student's Name: _____ Date of Assessment: _____
(Day/Month/Year)

School: _____ Newcomer Code: _____

Date of Birth: _____ Age: _____
(Day/Month/Year)

EAL Stage (select the lowest stage for programming): _____

Stage Indicators

Determine the student's English language skills (listening, speaking, reading, and writing) by completing the inventories on the following pages. Upon the completion of each inventory, check the stage at which the student is working in each of the skill areas, using the stage indicators below.

Listening

❑ Stage 1
  ▪ Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia

❑ Stage 2
  ▪ Demonstrates an understanding of the gist of a series of connected sentences (may be supported by visual aids)

❑ Stage 3
  ▪ Demonstrates an understanding of main points and some details of age/grade-appropriate interactions

❑ Stage 4
  ▪ Demonstrates an understanding of main points and details of age/grade-appropriate extended interactions on familiar and unfamiliar topics

Reading

❑ Stage 1
  ▪ Is beginning to gain meaning from simple words, sentences, and short texts

❑ Stage 2
  ▪ Gains meaning from a series of connected sentences on a familiar topic

❑ Stage 3
  ▪ Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts

❑ Stage 4
  ▪ Comprehends the main idea and retells supporting details of grade-level texts

Speaking

❑ Stage 1
  ▪ Uses non-verbal clues and responds using simple words, short phrases, or simple sentences

❑ Stage 2
  ▪ Responds using short phrases or sentences during routine interactions

❑ Stage 3
  ▪ Responds in complete sentences during longer and more complex interactions

❑ Stage 4
  ▪ Responds in complete sentences, using an expanded repertoire of vocabulary, to effectively manage long and complex interactions with ease, using clear and comprehensible pronunciation

Writing

❑ Stage 1
  ▪ Writes simple text (words, phrases)

❑ Stage 2
  ▪ Writes a simple text of several interrelated ideas, using some writing conventions

❑ Stage 3
  ▪ Produces text containing a series of interrelated ideas on a familiar topic, with occasional errors

❑ Stage 4
  ▪ Organizes ideas to produce an extended age/grade-appropriate text containing a series of interrelated ideas

Summary of EAL Stage Indicators

Student's Name: _____ Date of Assessment: _____
(Day/Month/Year)

School: _____ Newcomer Code: _____

Date of Birth: _____ Age: _____
(Day/Month/Year)

EAL Stage (select the lowest stage for programming): _____

Stage Indicators

Determine the student's English language skills (listening, speaking, reading, and writing) by completing the inventories on the following pages. Upon the completion of each inventory, check the stage at which the student is working in each of the skill areas, using the stage indicators below.

Listening

❑ **Stage 1**
- Demonstrates an understanding of simple words, word clusters, and simple sentences, supported by pictures, gestures, or realia

❑ **Stage 2**
- Demonstrates an understanding of the gist of a series of connected sentences (may be supported by visual aids)

❑ **Stage 3**
- Demonstrates an understanding of main points and some details of age/grade-appropriate interactions

❑ **Stage 4**
- Demonstrates an understanding of main points and details of age/grade-appropriate extended interactions

❑ **Stage 5**
- Demonstrates an understanding of main points and all supporting details to an age/grade-appropriate level

Speaking

❑ **Stage 1**
- Uses non-verbal clues and responds using simple words, short phrases, or simple sentences

❑ **Stage 2**
- Responds using short phrases or sentences during routine interactions

❑ **Stage 3**
- Responds in complete sentences during longer and more complex interactions

❑ **Stage 4**
- Responds in complete sentences, using an expanded repertoire of vocabulary, to effectively manage long and complex interactions with ease

❑ **Stage 5**
- Responds in complete sentences, using a wide repertoire of age/grade-appropriate vocabulary and idiomatic language, to effectively manage long and complex interactions with ease, using clear and comprehensible pronunciation

Reading

❑ **Stage 1**
- Is beginning to gain meaning from simple words, sentences, and short texts

❑ **Stage 2**
- Gains meaning from a series of connected sentences on a familiar topic

❑ **Stage 3**
- Demonstrates an understanding of main ideas and some details from reading a straightforward text

❑ **Stage 4**
- Demonstrates an understanding of main ideas and supporting details from reading near grade-level texts

❑ **Stage 5**
- Comprehends the main idea and supporting details of grade-level text with minimal support

Writing

❑ **Stage 1**
- Writes simple text (words, phrases)

❑ **Stage 2**
- Writes simple sentences on interrelated ideas on a familiar topic, using some writing conventions

❑ **Stage 3**
- Produces text containing a series of interrelated ideas on a familiar topic with occasional errors

❑ **Stage 4**
- Organizes and develops coherent text with effective use of grade-level language

❑ **Stage 5**
- Develops a coherent, effective extended text of several paragraphs, appropriate to grade-level

COMMUNICATING WITH PARENTS

BEFORE YOU BEGIN

- **Remember, families need to know that they are partners** whose perceptions and experiences are valued by teachers.
- Reflect upon the best way of communicating this information. Is it best to meet in person? With a translator? With a member of the community as support?
- Be sensitive to your "position of authority."
- Build in more time than you think might be necessary for the interaction, especially if there is an interpreter. Stay calm. Take enough time to start in a calm state and maintain a calm state.
- Respect the resilience of the families. Remember that the person in front of you is resilient, which may be masked by their limited English skills.
- Frame the conversation about the shared value of education. Tap into the family's strengths around education (e.g., economic mobility, hope for the future).
- Be explicit about the reason for the meeting. Check the parent or caregiver's perception of their role in schooling (e.g., come to meetings, support homework activities, ask questions)
- Be clear about the student's academic achievements within the context of the student's English language proficiency. Show exemplars.
- Consider "switching heads". Imagine yourself in the same position in another country. What would help you?
- Consider that the possibility that a child has special needs may carry heavier stigmatization and alienation in other cultures

DURING THE INTERACTION

- **Speak slowly.** A slower rate of speech with pauses aids comprehension. Pitch of voice, rhythm, rate of speech, emphasis and emotions vary among cultures.
- Simple language. Keep your vocabulary and sentences direct, simple and fairly short sentences. If using an interpreter, pause every 8-10 seconds to allow for accurate interpretation. If using an interpreter, speak to the family member, not the interpreter.
- Avoid the use of metaphors, idioms, jargon, popular sayings or complicated terminology.
- Use examples to illustrate your point.
- Allow extra wait time for a response.
- Use visuals(diagrams, photographs, etc.) whenever possible. Link verbal and visual cues.
- Write down key information (points, details) and give the participants a copy.
- Acknowledge and support the other person's efforts to communicate.
- Check for comprehension frequently. Instead of asking, "Do you understand?" or questions that illicit a yes or no response, try asking, "Are you able to share with me your understanding of what we've discussed?"
- Repeat and paraphrase patiently.
- Understand that **smiling** can mean agreement or confusion or apprehension or politeness.
- Understand that silence can mean confusion or non-acceptance or disapproval or agreement.
- Avoid making assumptions about people and resist stereotyping.
- Make sessions short and concise. Communicating across languages is tiring.
- Invite exchange of cross-cultural information. Say "I am interested to know more about how you view this in your family." Ask "Who would you like to be part of this process?"; "What are the most important results you seek from me?"; "What do you think are the reasons for this?"; "Do you agree with the recommendations or the plan?"

Model adapted from the CBE (2013) *Complex English Language Learners (CELLS): A Tool to Support School Learning Teams*

MANITOBA DEPARTMENT OF EDUCATION

RESOURCES

Education and Early Childhood Learning. English as an Additional Language (EAL) | Manitoba Education and Early Childhood Learning. (n.d.).
https://www.edu.gov.mb.ca/k12/cur/eal/index.html

Education and Early Childhood Learning. Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) Programming (2021) | Manitoba Education. (n.d.).
https://www.edu.gov.mb.ca/k12/cur/eal/framework/early-years.html

Education and Early Childhood Learning. Manitoba Grades 5-8 Curriculum Framework for English as an Additional Language (EAL) Programming (2021) | Manitoba Education. (n.d.).
https://www.edu.gov.mb.ca/k12/cur/eal/framework/middle-years.html

Education and Early Childhood Learning. Manitoba Grades 9-12 Curriculum Framework for English as an Additional Language (EAL) Programming (2021) | Manitoba Education. (n.d.).
https://www.edu.gov.mb.ca/k12/cur/eal/framework/senior-years.html

Education and Early Childhood Learning. Manitoba Kindergarten to Grade 4 Curriculum Framework for English as an Additional Language (EAL) and Literacy, Academics, and Language (LAL) Programming (2021) | Manitoba Education. (n.d.).
https://www.edu.gov.mb.ca/k12/cur/eal/framework/assessment.html

DIVISION SCOLAIRE

LOUIS RIEL

SCHOOL DIVISION

Multilingual Learners
Specialized Assessment

☎ (204) 257-7827

🌐 www.LRSD.net

📍 **Louis Riel School Division**
900 St. Mary's Road Winnipeg, MB, R2M 3R3