NANAIMO LADYSMITH
PUBLIC SCHOOLS
LEARNING TOGETHER

English Language Learner (ELL) Support

Student Name:
Grade:
Classroom Teacher:
ELL Support:
School Year:

☐ **February Report** ☐ **June Report**

_____ can:

English Language Learning Standards (Grades 4-7)

Subject	Beginning	Developing	Expanding	Consolidating	Bridging
Oral Language	The student can understand and respond to simple statements and questions in familiar situations.	The student can participate in a conversation on everyday topics using simple structures.	The student can participate in a conversation about familiar topics and some academic content.	The student can participate in conversations with some opinions and details on a range of academic topics.	The student can speak fluently and accurately on a wide range of academic topics.
Reading And Viewing	The student can begin to recognize some common words and phrases, and begin to make meaning of text.	The student can begin to use strategies to read and understand simple text and make personal connections to text.	The student can use some strategies to decode unfamiliar words and text, and make basic connections to the world from text.	The student can use a variety of strategies to read unfamiliar text and understand increasingly complex words and meaning.	The student can use a range of strategies and understand a wide range of words to make connections and access concepts in text.
Writing And Representing	The student can use or copy a string of simple words and phrases to communicate.	The student can use some familiar vocabulary, repetitive phrases and patterned sentences to communicate.	The student can use some academic vocabulary with some detail to create simple sentences and short paragraphs.	The student can use a range of vocabulary and connections to communicate ideas in sentences and paragraphs.	The student can use a wide range of vocabulary with loosely organized ideas and begin to write clearly with insight and detail.

Summary: (Remove sample language and insert your own and add signature)

*** is scheduled to receive *weekly small group support on Wednesdays* and support is also available to *his/her* classroom teacher. This year I *will be/have been* supporting ** to improve *his/her* reading, writing and oral language skills. Specifically, we will *focus/focused* on writing multi-paragraph compositions, refining *his/her* mechanics in writing and contributing to classroom discussions using academic language. I look forward to supporting ***as the year progresses. Please reach out to me/refer to the AIP for more detailed information about your child's English language and literacy goals.

_____ *meets with the English language teacher four times a week for 45 minutes with three other students. Through high interest/low vocabulary texts, students have the opportunity to acquire and practice basic vocabulary and sentence structure frames used in both social and academic settings. This is reinforced with conversations about the topic, before and after, followed up with some guided writing practice.*

ELL Support: