Programming Information

Organizing for Instruction

About this Resource

When organizing for instruction, the goal is to match each English language learner to the most appropriate program or class and ensure teachers have access to the support and resources they need to meet the student's learning needs. Instructional supports need to be responsive to the student's academic and language learning abilities, needs and interests and these supports should be revisited and adjustments made, as necessary, as student needs change.

Getting Started

Examine your school's current processes for organizing for the instruction of English language learners and decide what is working and what can be improved.

See **Reflecting on School Practices: Organizing for Instruction** on page 2.

Reflecting on School Practices: Organizing for Instruction

1: not evident, 2: emerging, 3: evident	1	2	3
The levels of the *Alberta K–12 ESL Proficiency Benchmarks* inform organizational decisions.			
Differentiated instructional practices are used with English language learners to support the acquisition of academic language necessary to access curricular content.			
Opportunities are provided for small group instruction for students at Levels 1, 2 and 3 for part of the day.			
Within the larger classroom, English language learners at Levels 1, 2 and 3 receive explicit language instruction appropriate to their proficiency levels.			
School staff collaborates to plan intervention and support for individual students who are having difficulties.			
Appropriate support is provided to students who have a background of limited formal schooling.			
Staff are organized to best meet the needs of English language learners in the classroom.			
Collaborative relationships with relevant community partners have been established to provide support to students and their families.			
Library and classroom materials reflect multiple perspectives and cultural and linguistic diversity.			
Library and classroom materials have curricular resources at a range of reading levels and appropriate interest levels.			
Home language supports, such as dual language materials or translation resources, are available.			
Access is provided to technologies, such as language learning software, text/speech tools and online resources.			

Notes:

Knowing Your Students, Staff, School and Resources

Before the beginning of a new school year, it is important to know who your students will be, what your staff's expertise is and what resources are available. This information will help you make decisions about how to organize your school to effectively meet the needs of all students, including English language learners.

See **Organizer: Gathering Data about Your Students, Staff, School and Resources** on pages 5 and 6.

Gathering Data about the School's English Language Learner Population

- How many English language learners are in your school?
- What are the students' English language proficiency levels by grade?
- What are the students' cultural and linguistic backgrounds?
- What are the students' academic backgrounds? Have any of the students experienced limited formal schooling?
- What are the students' special learning needs?
- What are the students' interests related to complementary courses (if applicable)?

Gathering Data about School Staff

- What are the school staff's expertise and experiences related to English language learners?
- How are staff assignments organized to support the instruction and assessment of English language learners?
- Are staff designated to support English language learners during welcoming and registering, course selection and other administrative tasks (e.g., guidance counsellors)?
- What types of professional development opportunities are available related to English language learning?

Gathering Data about Current School Organization and Resources

- What is working for English language learners in the current organizational structure?
- What needs to change to better meet the needs of these students?
- What types of alternative programming are being offered (e.g., gifted and talented, arts-based, traditional learning, French immersion)?
- Which of the existing courses or programs are appropriate for different English language proficiency levels?
- What complementary courses are offered (e.g., CTS)?
- If in a high school, are provincial English as a second language courses offered?
- If in a high school, are locally developed English as a second language courses offered?
- What co-curricular opportunities exist (e.g., clubs, support groups, study groups) that might support English language learners?
- What teaching/learning spaces and facilities are available?

- What learning/teaching materials are available to support English language learners (e.g., texts, manipulatives)?
- What technologies are available to support English language learners (e.g., computers, software, assistive technologies)?
- What opportunities to be involved in the school are available to parents of English languages learners?
- What community services and supports can staff access (e.g., interpreters)?
- What community services and supports can students and their families access (e.g., immigration support groups)?

Organizer: Gathering Data about Your Students, Staff, School and Resources

Data on the School's English Language Learner Population

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Total Students

Cultures represented:	
Languages represented:	
Number with limited formal schooling:	
Student interests or strengths:	

Notes and considerations:

Data about School Staff

	Grade ____	Grade ____	Grade ____	Grade ____	Grade ____	Total
Number of Teachers:						
Number of Assistants:						
ESL Leader(s):						

	Name	Expertise and Experience Related to English Language Learners
Teachers:		

Professional Development Opportunities:	

Notes and considerations:

Data about Current School Situation

Describe School Organization:	

Opportunities for English language learners based on organization	Challenges for English language learners based on organization

Alternative Programming	Complementary Courses	Sheltered Classes*	Co-curricular Opportunities

School spaces and facilities available for instruction of English language learners	

Notes and considerations:

* For information on sheltered classes, see Grouping to Create Sheltered Classes.

Resources

Teaching/learning materials to support English language learners	Technologies to support English language learners

Opportunities for parent support	Opportunities for community support

Notes and considerations:

Characteristics of English Language Learners

Characteristics of Learners by Level of English Language Proficiency

Different English language learners require different organizational structures and instructional supports based on their English language proficiency levels. Understanding the characteristics of English language learners at each level of English language proficiency helps school staff make decisions about what organizational options are most appropriate.

The following chart shows some of the key characteristics of English language learners working at each of the five levels of English language proficiency as described in the *Alberta K–12 ESL Proficiency Benchmarks*.

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
• New to English • Little or no exposure to English as a foreign language classes • Usually literate in first language • May have previously been a student who required English language and literacy development	• Beginner with some prior English instruction • Has limited English proficiency • Usually has had previous schooling • Age-appropriate literacy in first language	• May have studied English in home country or had some schooling in Canada • May have been in Canada for some time with academic language gaps	• Listening and speaking skills approaching native English speakers in conversational English; however, academic oral proficiency is developing in specificity and complexity • Reading and writing skills at grade with scaffolding, direct instruction and extra time	• May have studied English for several years (international or Canadian schools) • May appear fluent in oral language or may be less fluent orally and more competent in reading and/or writing • Requires support and instruction to understand literature and cultural references, word choices and sophisticated grammatical structures

Students with Limited Formal Schooling Experiences

For a variety of reasons related to displacement, war, environmental disasters, civil unrest or political instability, some students may have attended school sporadically, if at all. These students may have been moving from location to location or living in a refugee camp or an enclave of displaced people for several years. They may come from a background in which schooling was not available for certain groups. They may have attended a remote rural school, or a type of private school with limited curriculum, and the language of instruction may have been different from what was spoken at home. It is important to identify students with limited formal schooling early as they usually require intensive social and academic support.

Students with limited formal schooling experiences may have limited literacy, numeracy and understanding of academic concepts in their home language. They often have fewer academic understandings from their home language to transfer to English; therefore, when they attend an Alberta school, they are not only learning the language, they are learning new content and concepts. These students will also have to adjust to a school schedule and culture and likely a different way of life.

Students with limited formal schooling experiences are often very successful in a sheltered setting designed to address their specific literacy, numeracy and academic development and cultural needs. For a portion of the day, they can also be placed with peers in selected classes in which they will not experience as great a gap between their skills and knowledge and those of their peers (e.g., physical education, beginning language classes).

When there is a smaller number of students with limited formal schooling experiences in the school, these students' needs often must be met in the grade-level classroom. Teachers in these cases should focus on providing:

- instruction at the "just right" level based on the student's academic and language proficiency
- explicit language development instruction
- reading instruction with scaffolded supports
- modified writing assignments with scaffolded support
- explicit numeracy instruction.

Using Flexible Grouping to Meet the Needs of English Language Learners

In Alberta, English language learners typically learn in grade-level classrooms with their same-age peers. Occasionally, some students of lower language proficiencies or with limited formal schooling experiences may require sheltered classes or instruction in small groups within the grade-level class for part of the day. These students learn with their English-speaking peers for the remainder of the day.

Types of Flexible Grouping	Teachers purposefully and strategically group and regroup students within the classroom and in combination with other classes in various ways based on the subject area and/or type of task. Grouping and regrouping allows teachers to more easily address learners' specific needs and allows English language learners the opportunity to work and communicate with a variety of different students. It encourages students to develop leadership skills and take responsibility for their learning. Grouping and regrouping encourages students to develop relationships and connections with their classmates and helps minimize the stigma of being in a "special" group. Teachers should be prepared to provide guidance and training to students to help them work in groups and/or independently.
Interest Grouping	Students group themselves by selecting a topic of interest; e.g., research or inquiry, exploring the same medium, such as website, video and scrapbook.
Mixed Ability Grouping	Students with a variety of specific skill or ability levels are grouped strategically to create balanced groups, often to complete a group task or project. Student roles and responsibilities are assigned. Examples include literature circles, drama representations, science explorations and research projects.
Ability Grouping	Students with similar abilities in language, reading, writing, mathematics or concept understanding are grouped to facilitate explicit instruction; e.g., developing oral language fluency with numbers, reading comprehension strategies, such as literal and figurative, vocabulary development and communication strategies.
Learning Style Grouping	Students group themselves based on how they wish to access content (e.g., Internet, library/print or video investigation) and/or how they wish to express their understanding (e.g., website, artwork, drama).
Grouping to Create Sheltered Classes	If there are a large number of English language learners in your school with a specific need, it can be beneficial to create a sheltered class to address that need. Sheltered classes are built into the timetable and provide ongoing instructional support to English language learners. Although students spend most of the school day in the grade-level classrooms, sheltered classes provide the opportunity for English language learners to receive targeted instruction to address their literacy, numeracy, English and academic needs. Some examples of sheltered

	instruction include:
	- limited formal schooling grouping - beginner/newcomer grouping - literacy, English and academic development grouping - Level 4/5 writing grouping - Level 3 vocabulary development grouping.
Sheltered Grouping within the Grade-level Class	English language learners with similar language proficiency or academic needs often benefit from working in small groups on language- and subject-specific outcomes. For example: - students are pre-taught the vocabulary for an upcoming unit - students review and practise a concept or outcome - beginner students are taught basic expressions and early literacy and numeracy skills - students participate in guided reading or writing instruction with a structured language focus. Small, teacher-led groups allow for more interaction, instructional conversation and individualized support. Students receive "just-right" instruction because the teacher can differentiate instruction based on student ability, readiness and proficiency, and provide scaffolding, as needed. It is important to factor in small group instruction when creating the school and class timetables, as this allows schools to optimize student learning and instructional time.
Learning Centres	Teachers can set up learning centres in the classroom based on mixed ability/interest groups or on the independent working levels of the students. This allows students to work collaboratively and practise skills while the teacher provides more targeted instruction to a small group of students at one of the centres.
Pull Out	To create a small, ad hoc instructional group of English language learners with similar needs, it is sometimes necessary to pull students out of different classes for a short time during the day. Pull outs provide students with intensive instruction to address a specific learning need. Teachers should be aware of the possible disruption to students' classroom learning that can be caused by a pull out. Teachers also should be sensitive to how students might feel about being pulled out of a grade-level class, especially if they are missing activities that they enjoy. To reduce the disruption that can be caused by frequent pull outs, consider scheduling sheltered classes instead (see Grouping to Create Sheltered Classes).
Push In	An alternative to pull out is push in, which involves bringing an additional

	teacher into the class to provide extra support. This allows English language learners to stay connected to and within the context of the grade-level class. One teacher supports the class while the other teacher works with a small group of English language learners. This teacher can teach the small group and provide explicit language instruction, guided practice or supported review.

Organizing Elementary, Junior High and Middle Schools

Kindergarten

In Kindergarten, children learning English typically are in the regular classroom with their same-age peers. Explicit language instruction is required to develop oral language for children learning English as a new language. The following chart shows how children at lower English language proficiency levels require more time, support and explicit instruction. As their proficiency increases, explicit language instruction with a more specific language focus is required.

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
• **Small Group Instruction through Learning Centres** • Explicit instruction • Modified outcomes	• **Small Group Instruction through Learning Centres** • Explicit instruction • Modified outcomes	• **Grouping in the Classroom** • Explicit instruction • Differentiation	• **Grouping in the Classroom** • Explicit instruction • Differentiation	• **Grouping in the Classroom** • Explicit instruction • Differentiation

Grades 1 to 9

Examples of effective organization and support practices for English language learners in grades 1 through 9 (see page 13) shows examples of effective organization and support practices for English language learners in grades 1 through 9. It illustrates that:

- an English language learner's proficiency influences the level and type of support he or she needs
- the subject influences how much support an English language learner needs
- the types of support required change as a student's English language proficiency increases
- students require a balance throughout the day of sheltered/explicit instruction opportunities and opportunities to interact with their English-speaking peers.

Examples of effective organization and support practices for English language learners in grades 1 through 9

The following table shows examples of effective organization and support practices that illustrate that:

- an English language learner's proficiency influences the level and type of support he or she needs
- the subject influences how much support an English language learner needs
- the types of support required change as a student's English language proficiency increases
- students require a balance throughout the day of sheltered/explicit instruction opportunities and opportunities to interact with their English-speaking peers.

	Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
OVERVIEW	**50–75% Time in Sheltered Classes**: Core subjects with modified language input or selected curriculum outcomes modified or taken from lower grades **25–50% Time Supported in Grade-level Classroom:** Focus on explicit instruction of basic language features and concepts	**50–75% Time in Sheltered Classes:** Core subjects with modified language input or selected curriculum outcomes modified or taken from lower grades **25–50% Time Supported in Grade-level Classroom:** Focus on subject-specific language	**60–75% Time Supported in Grade-level Classroom**: Core subjects and options with curriculum outcomes at grade level; content of core courses may be modified for language input and/or concepts **25–40% Time Grouped for Language-specific Instruction:** May require sheltered instruction for language arts and social studies	**75–90% Time Supported in Grade-level Classroom**: Core subjects and options; curriculum outcomes at grade level with scaffolding (differentiation with targeted language input) **10–25% Time Grouped for Language-specific Instruction:** Opportunities for occasional small group instruction within classroom context, resource setting or tutorial	**90–100% Supported in Grade-level Classroom:** All core subjects and options; curriculum outcomes at grade level with differentiation **10% or less Time Grouped for Language-specific Instruction:** Opportunities for occasional small group instruction within classroom context, resource setting or tutorial
Language Arts	**Sheltered Class or Group** Explicit instruction Modification	**Sheltered Class or Group** Explicit instruction Modification	**Sheltered Group in a Grade-level Class** Explicit instruction Differentiation	**Sheltered Group in a Grade-level Class** Explicit instruction Differentiation	**Sheltered Group in a Grade-level Class** Differentiation
Social Studies	**Sheltered Class or Group** Explicit instruction Modification	**Sheltered Class or Group** Explicit instruction Modification	**Sheltered Group in a Grade-level Class** Explicit instruction Differentiation	**Sheltered Group in a Grade-level Class** Explicit instruction Differentiation	**Sheltered Group in a Grade-level Class** Differentiation
Science	**Sheltered Class or Group** Explicit instruction Modification	**Sheltered Class or Group** Explicit instruction Modification	**Sheltered Group in a Grade-level Class** Explicit instruction Differentiation	**Sheltered Group in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation
Mathematics	**Sheltered Class or Group** Explicit instruction Modification	**Sheltered Class or Group** Explicit instruction Modification	**Sheltered Group in a Grade-level Class** Explicit instruction Differentiation	**Sheltered Group in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation
Music	**Grouping in a Grade-level Class** Modification	**Grouping in a Grade-level Class** Modification	**Grouping in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation
Art	**Grouping in a Grade-level Class** Modification	**Grouping in a Grade-level Class** Modification	**Grouping in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation
Physical Education	**Grouping in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation	**Grouping in a Grade-level Class** Differentiation

For more information, see Instructional Supports by Level of English Language Proficiency.
Green represents provincial courses, and yellow represents locally developed courses that require permission.

Class Assignment

When making class assignments, consider each individual student and his or her:

- academic ability and/or skills
- language proficiency
- learning preferences
- cultural background/home language
- gender
- interests.

Timetabling

When creating the school timetable, it is beneficial to create blocks during which groups of students are working on a similar subject. For example, create blocks according to:

- English language arts/humanities
- mathematics/science
- literacy and numeracy needs
- cross-curricular topics or projects; e.g., two subject-area classes scheduled back to back.

Creating these blocks allows classes to combine and regroup. For example:

- students are regrouped from several classes on the same subject scheduled at the same time to create a sheltered class
- two classes combine and redistribute the students to create groups based on language or subject matter needs
- two classes are combined and then divided into three groups to be taught with an additional teacher.

Clustering in Junior High

When students with a range of English language proficiencies are dispersed across a variety of classes, teachers often have to differentiate instruction across a broad range of proficiency levels in all classes. To allow teachers to plan and use their time efficiently, groups of English language learners can be clustered by proficiency in particular classes. For example, several English language proficiency Level 1 or 2 learners may be clustered in one class so that each teacher differentiates for the group of beginner students, and/or Level 3 English language learners can be grouped for their core subjects. English language learners with Levels 4 and 5 proficiency may be dispersed; however, teachers should still plan to support them based on their language learning needs.

Organizing Senior High Schools

In Alberta, most English language learners are placed in classes with their English-speaking peers according to course selection; however, based on their language proficiency and academic backgrounds they may have specific timetabling requirements. English language learners receive explicit English language support and instruction through small group instruction, differentiation and grouping. Occasionally, some English language learners of lower proficiencies or with limited formal schooling experiences may have sheltered instruction for part of the day and are placed in grade-level courses when appropriate.

Sheltered Courses	If there is a larger number of English language learning students at Levels 3, 4 or 5 in your school, it can be beneficial to offer sheltered classes in which English language learners are clustered together in a separate class so that instruction can be specially designed to focus on the language components of a particular subject. Classes work toward the outcomes in the subjects' programs of study, but provide explicit instruction on the vocabulary, language structures and discourse patterns of that discipline. Examples of sheltered classes are often found in Science 10, English 10 and Social Studies 10. Ideally, these classes are co-planned and taught by an English as a second language (ESL) specialist teacher and a subject-area teacher.
English as a Second Language (ESL) Courses	When schools have a large English language learning population and adequate resources, it is beneficial to offer English language learners with lower language proficiency the ESL 1, 2, 3, 4 and 5 courses. If your school has few English language learners and/or limited resources, there may be a school in your district that can accommodate your English language learners with limited English language proficiency. If it is not possible to offer independent ESL courses, consider enrolling English language learners in the appropriate ESL course, but have them attend an ELA 10-4 or 10-2 class where the teacher will teach the ESL outcomes. The students will receive credit for the ESL course. If there is a small number of English language learners with specific learning needs at several schools within a jurisdiction, e.g., limited formal schooling or newcomers, the jurisdiction may consider designating a school to host a class for these students.
Locally Developed Courses	Some locally developed courses have been created for English language learners that schools can access by following the guidelines provided by Alberta Education (see Locally Developed Courses).
Adjunct Courses	Adjunct courses may be provided for the most linguistically demanding courses in the mainstream; e.g., primarily English literature courses and perhaps social studies courses. Adjunct courses run parallel to courses such as ELA 20-1 or Social Studies 30-2. They provide additional time to focus on the vocabulary and structures of the materials and to strengthen students' academic strategies,

especially as they prepare for diploma-level courses.

Because high school courses require a minimum proficiency in English, a number of locally developed courses have been developed for English language learners at lower proficiency levels so that they may develop language skills needed with age-appropriate content. The following chart shows how students progress through these courses as their language proficiency develops and work toward placement in grade-level high school courses.

The **Sample High School Pathways Table chart** (see page 17) can assist guidance counsellors in determining the appropriate course selection and sequence based on a student's English language proficiency. It also helps English language learners and their families understand the time it will take to successfully meet high school completion requirements.

Sample High School Pathways Table

	Level 1	Level 2	Level 3	Level 4	Year 1 Level 5	Year 2 Level 5	Year 3 Level 5
ESL	ESL 10 Level 1 (1120) no credit	ESL 10 Level 2 (1121)	ESL 10 Level 3 (1122)	ESL 10 Level 4 (1123)	ESL 10 Level 5 (1125) no credit	ESL English for Academic Success 35 (LDC 3351) 3 credits	ESL English for Academic Success 35 (LDC 3351) 3 credits
ENGLISH	N/A	N/A	Expository English 15 (LDC 1513)	Expository English 25 (LDC 2513)	English Language Arts 10-1 English Language Arts 10-2	English Language Arts 20-1 English Language Arts 20-2	English Language Arts 30-1 English Language Arts 30-2
SCIENCE	N/A	ESL Science 15 (LDC 1213)	Science 10 Science 14	Science 20 Science 14 Science 24	Science 20 Science 14 Science 24 Biology 20 Chemistry 20 Physics 20	Science 20 Science 30 Science 24 Biology 20 Chemistry 20 Physics 20	Science 30 Biology 20 Chemistry 20 Physics 20 Biology 30 Chemistry 30 Physics 30
SOCIAL STUDIES	N/A	ESL Introduction to Canadian Studies 15 (LDC 1212)	ESL Introduction to Canadian Studies 25 (LDC 2212)	Social Studies 10-1 Social Studies 10-2 Social Studies 20-1 Social Studies 20-2	Social Studies 20-1 Social Studies 20-2 Social Studies 30-1 Social Studies 30-2	Social Studies 20-1 Social Studies 20-2 Social Studies 30-1 Social Studies 30-2	Social Studies 20-1 Social Studies 20-2 Social Studies 30-1 Social Studies 30-2
MATHEMATICS	ESL Introduction to Mathematics 15 (LDC 1350)	ESL Introduction to Mathematics 15 (LDC 1350) Mathematics 10C Mathematics 10-3 Mathematics 10-4	Mathematics 10C Mathematics 10-3 Mathematics 10-4 Mathematics 20-3 Mathematics 20-4	Mathematics 10C Mathematics 10-3 Mathematics 20-1 Mathematics 20-2 Mathematics 20-3 Mathematics 20-4	Mathematics 10C Mathematics 10-3 Mathematics 20-1 Mathematics 20-2 Mathematics 20-3 Mathematics 20-4	Mathematics 20-1 Mathematics 20-2 Mathematics 20-3 Mathematics 20-4 Mathematics 30-1 Mathematics 30-2 Mathematics 30-3	Mathematics 30-1 Mathematics 30-2 Mathematics 30-3 Mathematics 31
PHYSICAL EDUCATION (PE)	PE 10	PE 10	PE 10, 20	PE 10, 20, 30	PE 10, 20, 30	PE 10, 20, 30	PE 10, 20, 30
CALM	N/A	N/A	CALM	CALM	CALM	CALM	CALM
Complementary	Introductory CTS and/or Music, Art Keyboarding, etc.	Introductory CTS and/or Foods, Fashion, Cosmetology Computer Application, etc.	Any complementary course appropriate to student program, provided that any perquisites are met.				

Refer to the **Guide to Education** for more information about course pathways.

Green represents provincial courses, and yellow represents locally developed courses that require permission.

Long-term Planning

Create a systematic long-term plan for each English language learner, which may include additional time in high school beyond three years. It is essential that high schools have supports in place that extend until Grade 12 and include transition planning.

Timetabling

Because English language learners enter high school at different ages and with different language proficiencies and backgrounds, their timetables should be individually customized. English language learners need a carefully structured timetable based on language proficiency, skills, knowledge and experience. That is, students take courses with lower linguistic demands first and gradually add the courses with higher linguistic demands as they become more proficient in English. Typically, students take physical education, some arts and some CTS courses first; then add mathematics, then science and finally social studies and English language arts (ELA). This may mean, for example, that English language learners do not take a Grade 10-level English language arts course until the second semester of Grade 11, after they have had the opportunity to develop their English language proficiency.

Samples of Timetables for High School English Language Learners

The following samples illustrate how timetables can be constructed based on language proficiency, previous schooling and educational goals.

English Language Proficiency Level 2 – Sample Grade 10 Timetable (see page 19)
English Language Proficiency Level 3 – Sample Grade 10 Timetable (see page 20)
English Language Proficiency Level 4– Sample Grade 11 and 12 Timetables (see page 21)

Clustering
When students with a variety of English language proficiency levels are dispersed across a variety of classes, teachers often have to differentiate instruction across a broad range of proficiency levels in all classes. To allow teachers to plan and use their time more efficiently, groups of English language learners can be clustered by proficiency in particular classes. For example, several English language proficiency Level 1 or 2 English language learners may be clustered in one class so that each teacher differentiates for the group of beginner students, and/or Level 3 English language learners can be grouped for their core subjects. Levels 4 and 5 English language learners may be dispersed; however, teachers should still plan to support them based on their language learning needs.

English Language Proficiency Level 2 – Sample Grade 10 Timetable

Below is a sample timetable for a student entering Grade 10 with English language proficiency Level 2, previous schooling experience and plans to enter post-secondary education. Personalizing the path for students would be dependent upon the student's post-secondary aspirations and ability to access curriculum. There are opportunities in high school timetables to block students by grade level; however, at the end of the semester, it is determined for which course the student has earned credits.

Grade 10	Grade 11	Grade 12	Grade 12 Returning
Semester 1	**Semester 1**	**Semester 1**	**Semester 1**
ESL 10 Level 1 (1120)	Expository English 15 (LDC 1513)	Expository English 25 (LDC 2513)	English Language Arts 10-1 English Language Arts 10-2 English Language Arts 20-1 English Language Arts 20-2 English Language Arts 30-1 English Language Arts 30-2
Introduction to Science 15 (LDC 1213) or ESL Introduction to Canadian Studies 15 (LDC 1212)	Introduction to Canadian Studies 25 (LDC 2212)	Introduction to Canadian Studies 25 (LDC 2212) or Social Studies 10-1 Social Studies 10-2	Science/Chemistry/ Physics/Biology
ESL Introduction to Mathematics 15 (LDC 1350) or CTS or Fine Arts option	Mathematics 10-C Mathematics 10-3	Mathematics 20-1	Mathematics 30-1
Physical Education 10	CTS or Fine Arts option	CTS or Fine Arts option	CTS or Fine Arts option
Semester 2	**Semester 2**	**Semester 2**	**Semester 2**
ESL 10 Level 2 (1121)	ESL 10 Level 3 (1122)	ESL 10 Level 4 (1123) English Language Arts 10-1 English Language Arts 10-2 English Language Arts 20-1 English Language Arts 20-2	English Language Arts 20-1 English Language Arts 20-2 English Language Arts 30-1 English Language Arts 30-2
Introduction to Science 15 (LDC 1213) or ESL Introduction to Canadian Studies 15 (LDC 1212)	Science 14 Science 10	Social Studies 20-1 Social Studies 20-2	Social Studies 30-1 Social Studies 30-2
ESL Introduction to Mathematics 15 (LDC 1350) or CTS or Fine Arts option	CALM/CTS	Science/Chemistry/ Physics/Biology	Science/Chemistry/ Physics/Biology
CTS or Fine Arts option	CTS or Fine Arts option	CTS or Fine Arts option	CTS or Fine Arts option

Note: This timetable is designed to optimize the time in early grades to strengthen English.

English Language Proficiency Level 3 – Sample Grade 10 Timetable

Below is a sample timetable for a student entering Grade 10 with English language proficiency Level 3, with some previous junior high school experience in Canada, previous interruptions in schooling and a desire to enter a trade.

Grade 10	Grade 11	Grade 12	Adult Transition Programming
Semester 1	**Semester 1**	**Semester 1**	
Expository English 15 (LDC 1513)	Expository English 25 (LDC 2513)	English Language Arts 10-2 English Language Arts 20-2	English Language Arts 30-2
Physical Education 10			Social Studies 30-2
Introduction to Mathematics 15 (LDC 1350)	Mathematics 10-3	Mathematics 20-3	Mathematics 30-3
CTS option	CTS option	CTS option	RAP
Semester 2	**Semester 2**	**Semester 2**	
ESL 10 Level 3 (1122)	ESL 10 Level 4 (1123) English Language Arts 10-2	English Language Arts 20-2 English Language Arts 30-2	
Introduction to Canadian Studies 25 (LDC 2212)	Social Studies 10-2	Social Studies 20-2	
Science 14	Science 24	CALM	
CTS option	Registered Apprenticeship Program (RAP)	RAP	
CTS option	RAP	RAP	
	Summer School	**Summer School**	
	RAP	RAP	

Note: This timetable is designed to help the student to achieve a Certificate of Achievement.

English Language Proficiency Level 4– Sample Grade 11 and 12 Timetables

Below is a sample timetable for a student entering Grade 11 with English language proficiency Level 4 with a strong academic background and plans to enter University.

Grade 11	Grade 11	Grade 12	Grade 12
Semester 1	Semester 2	Semester 1	Semester 2
Expository English 25 ESL 4	ESL 4 English Language Arts 10-2 English Language Arts 10-1	English Language Arts 10-1 English Language Arts 10-2 English Language Arts 20-1 English Language Arts 20-2	English Language Arts 20-1 English Language Arts 20-2 English Language Arts 30-1 English Language Arts 30-2
Introduction to Canadian Studies 25 (LDC 2212)	Social Studies 10-1 Social Studies 10-2	Social Studies 20-1 Social Studies 20-2	Social Studies 30-1 Social Studies 30-2
Mathematics 20 – 1	Chemistry 20 or Physics 20 or Biology 20	Mathematics 30-1	Chemistry 30 or Physics 30 or Biology 23
CTS or Fine Arts complementary course	CTS or Fine Arts complementary course	CTS or Fine Arts complementary course	English for Academic Success 35 (LDC 3351)
Summer School		**Summer School**	
CALM English Language Arts 10-1, 10-2, 20-1, or 20-2		Mathematics 31 Second Science	

Note: This sample timetable is designed to "fast-track" the program. The student is granted credit for equivalent courses achieved in the home country. The focus is on English language proficiency development and the completion of Alberta diploma requirements.

Instructional Supports by Level of English Language Proficiency

Explicit Language Instruction:

the intentional teaching of language form, function and vocabulary in all core and complementary subject areas.

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
• Basic vocabulary and simple phrases and sentences to engage in classroom experiences • Early literacy skills (as developmentally appropriate)	• Basic and utility vocabulary and structures for social interaction and academic experiences • Strengthening decoding and reading comprehension • Developing essential writing skills	• Attention to vocabulary, grammatical forms and language functions required for academic tasks • Explicit instruction in reading and writing strategies	• Attention to broadening scope and use of vocabulary and syntax • Explicit instruction in typical patterns of academic discourse for grade level (e.g., expository paragraphs, reports)	• Strengthening the range of language patterns for oral and written production; e.g., style, tone, voice, audience

Differentiation:

when teachers attend to the curricular outcomes and alter the resources, learner tasks, teaching strategies, student products and assessment based on the proficiency of English language learner.

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
• Provide process support; e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze,	• Provide process support; e.g., guided practice, strategic grouping, supportive templates, labelled graphic organizers with instructional support, cloze,	• Provide scaffolded support for learning tasks; e.g., supported rehearsal for oral presentation, support for editing final products,	• Provide scaffolded support for learning tasks; e.g., writing prompts, supported research or inquiry, problem solving with language support, support to	• Provide scaffolded support for learning tasks; e.g., specific and higher level language scaffolding • Have students give and receive peer

| group-generated projects
• Provide scaffolded opportunities for students to demonstrate their learning with products, such as scripted and practised presentations, categorizing and labelling | group-generated projects
• Provide scaffolded opportunities for students to demonstrate their learning with products, such as scripted and practised presentations, categorizing and labelling | support to expand on ideas
• Provide scaffolded opportunities for students to demonstrate their learning with products, such as formatted or patterned texts, structured group activities | generate a greater level of detail, some support with rehearsals, some editing support with more complex and specific language
• Have students generate texts based on models | support
• Have students generate a variety of text types independently |

Modification:

although all students are expected to work toward achieving grade-level curricular outcomes, teachers may, in certain cases, need to modify outcomes or select outcomes from earlier grades to meet the needs of English language learners at the beginning stages of English language acquisition. Refer to jurisdiction policy on reporting and awarding credits when course outcomes have been modified.

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
• Modification of curricular outcomes or select from earlier grades based on the needs of English language learners	• Modification of curricular outcomes or select outcomes from earlier grades based on the needs of English language learners	• N/A	• N/A	• N/A

Culturally Responsive Practices:

acknowledges the home language and prior knowledge of English language learners, supports the use of the students' home languages to understand the English language and academic concepts, and encourages opportunities for students to share their cultures.

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
• Use first language buddies • Use dual language books • Ensure visuals	• Encourage students to generate first draft writing in their first	• Explicitly teach background information related to Canadian	• Select materials that demonstrate multiple perspectives; e.g., global	• Provide students with opportunities to demonstrate understanding through their

represent multicultural perspectives; e.g., food, shelters and structures, landforms • Organize centre activities that reflect various cultures; e.g., imaginative play area provides clothing from many cultures	language • Pre-teach language and social norms for participating in cooperative learning tasks • Use a storytelling approach to introduce new information • Teach social interaction skills for conflict resolution	culture • Provide translation and first language interaction opportunities	literature • Model expectations related to Canadian forms of products and assignments; e.g., essays, lab reports • Provide technologies to access multiple sources of information in multiple languages	culture • Address stylistic differences in literature and discourse patterns in writing between languages/ cultures

Resources:

engage students through the multimodal resources through multiple perspectives.

Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
• Realia and visuals to build background knowledge • Manipulatives • Simple levelled texts, high interest/low vocabulary texts, modified texts, visually supported texts • Video with an adjusted rate of speech, subtitles, essential concepts only • Preselected websites at an appropriate level • Digital tools;	• More specific realia and visuals to build background knowledge • Manipulatives • Texts introducing design features, high interest/low vocabulary texts, modified texts, abridged texts, visually supported texts • Video with an adjusted rate of speech, subtitles, essential concepts, with some detail • Preselected websites at an	• Realia to activate prior knowledge • Visuals with text, concept maps • Manipulatives • Highly formatted texts, levelled texts, abridged texts, visually supported texts • Video with appropriate content and supporting visuals • Choice of preselected websites at an appropriate	• Realia to activate prior knowledge • More detailed visuals with text with increased vocabulary, e.g., diagrams, concept maps, might be student generated • Manipulatives • Highly formatted texts • Video with appropriate content and visuals • Student-selected websites with teacher support • Technologies; e.g., translation	• Realia to activate prior knowledge • Visuals with increased complexity and specificity, e.g., diagrams, concept maps, might be student generated • Manipulatives • Highly formatted texts • Video with appropriate content and visuals • Independent selection and navigation of websites • Technologies;

e.g., translator dictionary, text-to-speech and speech-to-text software • Interactive multimedia at appropriate level	appropriate level • Technologies; e.g., translator dictionary, text-to-speech and speech-to-text software • Interactive multimedia at appropriate level	level • Technologies; e.g., translator dictionary, text-to-speech and speech-to-text software • Interactive multimedia at appropriate level	tools, online thesaurus/ dictionary • Interactive multimedia at appropriate level	e.g., translation tools, online thesaurus/ dictionary • Interactive multimedia at appropriate level