STEP
Steps to English Proficiency
2011

Winter 2011
Agenda

- Welcome and Introductions
- ELLs
- Literacy & Language
- Background
- What is STEP
- Projects

- Alignment
- STEP resource
- Take a Look
- Lunch
- Ongoing Assessment
- Using the resource
- Board planning time

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Shared & Unique

Shared
• Identify a notetaker
• Create a list of common traits or qualities
• Avoid things that are immediately obvious

Unique
• Create a list of traits or qualities that are unique to individual members in the group
• Be prepared to share

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The role of the leader is to enable, facilitate and cause peers to interact in a focused manner. Peer interaction is the social glue of focus and cohesion.

Michael Fullen 2010
Energizing Ontario Education

• High levels of student achievement
• Reducing the gaps in Student Achievement
• Increased Public confidence in our publicly funded schools
Session Learning Goals

Participants will:

• develop an awareness of the content of both resources (STEP & Initial Mathematics Assessment);
• discuss effective ways to use the resources and guide teachers assessment and instruction; and
• create implementation strategies to support educators in different roles with different responsibilities for meeting the needs of ELLs.
English Language Learners

ELLs
This term has come into increasing use internationally among educators and researchers because it distinguishes the students themselves from the programs that support their language learning needs

ESL/ELD
The programs are ESL, English as a Second Language and ELD, English Literacy Development

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English Language Learners

Students in provincially funded English language schools whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who require focused educational supports to assist them in attaining proficiency in English
Canadian-born English Language Learners

- Children in Aboriginal communities
- Children born in Immigrant communities
- Students born in communities that have maintained a distinct cultural & linguistic tradition
Newcomers From Other Countries

- Voluntary planned immigration process
- May have left their home country due to crisis or under conditions of extreme urgency
- International/visa Students
Table Talk

Discuss at your table who are your English language learners?
Language and Literacy

**BICS**
Basic Interpersonal Communication Skills
- Food, weather,
- Routines of a classroom,
- Familiar situations
- Here and now

**CALP**
Cognitive Academic Language Proficiency
- Adjacent, passive, alternative, criterion, obtain, formulate, crucial, generate
- Love is a rose
- Time is a circus, always packing up and moving away
- Concepts of emotion, justice, freedom
- From learning to read to reading to learn
- Academic language is concise, precise and authoritative

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Dr. Jim Cummins

Ontario Institute for Studies in Education –
University of Toronto
Table Talk

Discuss how this information about BICS and CALP influences your thinking and knowledge of language acquisition

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Background

2005

Auditor General’s report contains recommendations to improve programs and services for English as a Second Language and English Literacy Development
Background

The release and full implementation of *English Language Learners- ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools Kindergarten to Grade 12* (2007) addresses the recommendations of the Provincial Auditor’s report and has guided and assisted school boards in meeting the needs of ELL.
Since 2005 two policy documents and four print resources have been created to support the needs of ELLs.

www.eduGains.ca
Many Root Many Voices

• Released in 2005
• Tips for the Classroom
• Tips for the Whole School
• Digging Deeper
  – Understanding the ELL
  – Rate of language acquisition (vocabulary, old, tired)
• Complimentary strategies to those that are familiar when working with Aboriginal children
  – Prior knowledge as a foundation
  – Welcome first language in the classroom

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Supporting ELLs in Kindergarten

- Released in 2007
- Helpful resource for teachers of Canadian born ELLs
- The importance of early learning experiences and making connections to the new learning
- Language Strategies
  - Using the first language,
  - Silent period
  - Learned phrases (formulaic speech)
Supporting ELLs in Kindergarten

• Very specific classroom strategies for how teachers can respond
• Strategies for involving parents and the community
• Strategies for oral, reading and writing
Supporting ELLs: A Practical Guide Grades 1 - 8

- Released in 2008
- Understanding ELLs
  - Good information around the nature of the learner
- Working Together
  - The whole school approach
  - Classroom strategies
- Adapting the curriculum for ELLs
  - Examples and case studies of how to modify and accommodate program for ELLs
  - The thinking behind the actions – teacher “how to”
Supporting ELLs with Limited Prior Schooling Grades 3 - 12

These students have not had the opportunity to attend school on a regular or consistent basis or may have no schooling. These students have significant gaps in their learning and have had limited opportunities to develop age-appropriate language and literacy skills, even in their first language.
Supporting ELLs with Limited Prior Schooling Grades 3 - 12

• Assessing their situation
  – Questions to consider
• Challenge of age appropriate material
  – Examples of how to teach language and vocabulary concepts in an age appropriate method
• The role of Oral language in developing writing and reading skills
• The role of Co-Op for secondary students
## Resource Activity

| At your table divide up the 4 resources. Each person or pair completes the worksheet. As a table share your findings. | Decide at your table to only do 1-2 of the resources that meet your table’s needs. Work through the worksheet as a group | You may choose to work alone and read or review one or more of the resources. Use the worksheet as a guide for personal reflection. |

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Learning Resources

- Since 2005 our knowledge and practice around literacy and language acquisition has significantly evolved to improve student learning
- The policy document and supporting resources must all be viewed together to support teachers
- STEP is the newest resource
STEP Timeline

STEP (Steps to English Proficiency)

• Began writing in 2006 and field tested with 6 school boards
• Refined summer of 2007 with input from OISE/U of Toronto
• Two year pilot from 2007 – 2009 in twenty school boards
• Revisions in Fall 2009
• January – June 2010 field tested in 6 boards
• Validation study by OISE January – June 2010 confirmed the reliability of the indictors used in the STEP resource
• Summer & Fall 2010 final refinements made to STEP resource
What is STEP?

STEP – Steps to English Proficiency

**STEP** is a framework for assessing and monitoring English language learners’ language acquisition and literacy development across the Ontario curriculum

This is an electronic resource
This resource has been developed to support the learning needs of ELLs

This resource can be used by ESL/ELD teachers and/or classroom teachers

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Parts of STEP

• User Guide
• Initial assessment
• Ongoing continua ESL
  – Pupil profiles
  – Observable language behaviours
  – Examples of evidence continua
• Ongoing continua ELD
  – Pupil profiles
  – Examples of evidence continua
ELL Policy and Program Implementation Projects 2010-11

Why? … Purpose of the Projects

• determine to what extent the policy is being implemented in school boards
• determine which aspects of the policy are more challenging and require support for full implementation
• identify effective practices that address the challenges
• build provincial leadership capacity to support English language learners, through networking and coaching
ELL Policy and Program Implementation Projects 2010-11

**What?** ... Projects have been identified to address various components of the policy

- school boards will identify a project specific to their needs
- networks of school boards working on the same project will be created
- support will be differentiated based on the project and the school board needs
Networking Session

• 31 school boards participated in a facilitated planning session
• Networks and partnerships were established
• Board teams developed a working plan for their project
Sharing Leadership and Learning

- May 31st 2011, Toronto
- Teams will share evidence of their learning
- All boards invited to attend to learn about next steps and develop own implementation plan
Growing Success

• STEP resource aligns with Growing Success
Assessment

Growing Success

Purpose of Assessment
– For learning
  • The process of seeking and interpreting evidence to determine where a student is, where they need to go and how to get there
– As learning
  • Focuses on the explicit fostering of students’ capacity to self assess
– Of learning
  • Is used to confirm what students know and can do

Nature of Assessment
– Diagnostic
– Formative
– Summative
Use of Information

– By the teacher for planning instruction that is appropriate for the student’s learning goals
– By the student to monitor their progress, reflect on their learning and set individual goals
– By the teacher to summarize what a student has learned at a specific point in time, based on and established set of criteria, this supports the communication of information about achievement to students, parents and other teachers

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Accommodations and Modifications

Accommodations

– Refer to the special teaching and assessing strategies, human supports, and or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations.
Accommodations and Modifications

Modifications

– Are changes made in the age-appropriate grade-level expectations for a subject or course in order to meet a student’s learning needs. These changes may involve expectations that reflect knowledge or skills required in the curriculum for a different grade level and/or decreasing the number and/or complexity of the regular grade level curriculum expectation.
School Effectiveness Framework K - 12

• Assessment for, as and of learning
• School and classroom leadership
• Student voice
• Curriculum teaching and learning
• Programs and pathways
• Home, school and community partnerships
Board Improvement Plan

2.1.1. As part of the Board Improvement Plan and the Student Success/Learning to 18 Action Plan, all boards will include a section that addresses the needs of ELLs

Policy Document 2007
Instruction that both responds to the various needs of a diverse group of students and is precisely tailored to the unique needs of each student can be achieved on the basis of the principles and guidelines of three instruction approaches; Universal Design for Learning (UDL), differentiated instruction, and the tiered approach to prevention and intervention.
Table Talk

Discuss at your table how you see STEP aligning with the focus in your board.
STEP

IS

• Resource
• Supports the policy
• Supports/aligns with the curriculum
• Supports Language acquisition and literacy development
• Program planning – instruction and assessment resource

IS NOT

• Policy
• Achievement chart
• Rubric
• Success criteria
• Curriculum

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Steps to English Proficiency

- Initial Language Assessment
  - Ongoing Classroom Assessment Continua
    - English as a Second Language
    - English Literacy Development
      - Observable Language Behaviour Continua
        - Examples of Evidence Continua
    - Examples of Evidence Continua
Ongoing Classroom Assessment Continua

Three components ESL/ELD

• Pupil profiles
• Observable Language Behaviours
• Examples of Evidence
The Layers of STEP

Observable Language Behaviour Continua

- Supports the identification of the progress of language acquisition
- Descriptors capture the distinct language behaviours observed across the curriculum
- Language develops through systematic and predictable developmental stages
- Student’s development is unique and the rate of growth may vary according to teachers’ instructional emphasis and student’s skill
- Students may be on different steps on different elements and different continua
Dr. Eunice Jang

- Ontario Institute for Studies in Education – University of Toronto
Profiles

• Statements provide an overview of student’s language proficiency at the end of each step.
Observable Language Behaviour Continua

Element

Names and describes the language concept or skill that makes the connection to Ontario curriculum

Observable Language Behaviour

Descriptors that capture distinct language behaviour that can be observed across curriculum through daily instructional activities

Winter 2011
## Writing Grades 7 - 8

### Step 4

<table>
<thead>
<tr>
<th>Element</th>
<th>Observable Language Behaviour</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing and Organizing Content</td>
<td>Organize ideas, using a variety of resources and self-generated graphic organizers (e.g. word list and concept web)</td>
</tr>
<tr>
<td>Organizes ideas and Information</td>
<td></td>
</tr>
</tbody>
</table>

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Examples of Evidence Continua

Element
Names and describes the language concept or skills that make a connection to Ontario curriculum

Curriculum connection
Statement of observable behaviour that reflect language acquisition and literacy development for the Element. Statements are the same for all grade levels

Examples of Evidence
Examples of evidence that ELLs can demonstrate by the end of a particular Step. Many are curriculum specific
## Writing Grades 7 - 8 Step 4

<table>
<thead>
<tr>
<th>Element</th>
<th>Curriculum Connection</th>
<th>Example of Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing and Organizing content</td>
<td>Organizes ideas and information</td>
<td>Organizes information about substance abuse into paragraphs, using teacher-provided frame</td>
</tr>
<tr>
<td>Uses a process for writing to convey ideas and information</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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EDU Gains

How to Access

www.eduGAINS.ca
Take a Look

Compare the two continua
Determine what is the same and what is different.

Review the pupil profiles
How does the information contained in the continua support the pupil profiles or vice versa?

Be prepared to share with the large group

Winter 2011
A Walk Through the User Guide
Roles and Responsibilities

Everyone has a role to play

• Superintendents
• Administrators
• Classroom/subject teachers
• ESL/ELD teachers
• Students
• Parents

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Jigsaw

• Refer to pages 5 and 6
• Each person at the table selects a role to read
• Read your role and be prepared to share with your table mates the responsibility of that position
“Differentiation is making sure that the right students get the right learning tasks at the right time. Once you have a sense of what each student holds as given or known and what he or she needs in order to learn, differentiation is no longer an option. It is an obvious response”

Lorna Earl 2003
How To Use the Resource
This Afternoon

This afternoon we will look at a student, Elise’s, work samples and use the STEP Continuum to place her on a STEP for reading
English Language Learner Profile

Name: Elise  Age: 11 (Born 1999-09-17)
Country of Origin: China  Date Entered: 2009-04-12
Previous Education: 6 months of grade 4 in China
Immigration Status: Permanent Resident
Languages Spoken at Home: Cantonese and Mandarin
ESL Program Type: intensive language support
  support in science/social studies
Other Support: none

Proficiency in First Language: Elise is able to read, write and speak in her first language.

Family Background: Elise came to Canada with her mother, and younger brother Bin. Her father was already living and working in Canada. Bin is in grade 5 at Stonebridge Public School. Her father speaks English, Cantonese and Mandarin and her mother speaks Cantonese and Mandarin.

Interests: Elise enjoys talking with a partner, drawing, doodling and playing music. She also enjoys playing with her friends and riding bikes. She likes listening to someone read and reading to herself.

Academic Strengths/Needs: Elise is a strong math student. In science and social studies she has been successful with modifications in grade 5. She is now working on the grade 6 science and social studies with only accommodations.

Learning Skills: Elise takes responsibility for completing class work and homework on time and with care. Elise manages her class time appropriately. When working independently or in small groups she follows instructions with some teacher support. Elise demonstrates curiosity and interest in learning and approaches new tasks with a positive attitude. She seeks clarification or assistance when needed and perseveres when responding to challenges.

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Unit Overview

The grade 6 English Language Learners recently completed a unit on animals. The reading expectations for this unit were for the students to be able to identify a variety of non-fiction text features and explain how they help the reader understand texts and identify important ideas and some supporting details in non-fiction text.

After the students developed a firm understanding of a variety of non-fiction text features they learned how to identify important ideas and some supporting details in non-fiction texts. Through a variety of modelled, shared and guided activities, each student demonstrated his/her ability to independently identify important ideas and some supporting details.
Unit Overview Continued..

The culminating task for the unit was to complete a report about an animal. The students were expected to use the strategies they had learned during the unit and refer to the learning targets and success criteria to identify important information and some supporting details about an animal of their choice.

Throughout the unit the students also worked on writing and oral communication. The students needed to be able to find/gather and organize information when writing and use speaking skills appropriately. It was important to be clustering expectations from all areas of the curriculum.

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Reading Expectations: Grade 6

Overall:

• read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;

• recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

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Reading Expectations: Grade 6

Specific:

• demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details; (1.4)

• identify a variety of text features and explain how they help readers understand texts. (2.3)
Reading Expectations: Grade 6

Modified Specific Expectation
• find important ideas and some supporting details in non-fiction texts.

Language Acquisition Descriptors (Stages)
• identify main ideas and key information in text
• begin to extract information, with assistance, from textbooks, resources, and dictionaries, using headings, margin notes, index, glossary, and graphic organizers

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Work Samples

Sample #1
During a set of guided reading sessions Elise was asked to identify important ideas and some supporting details in the non-fiction text, *Snakes Alive*. She was able to find important ideas and some supporting details with teacher support and discussion. The use of a vocabulary sheet helped Elise to understand the content of the text. As a next step Elise was encouraged to practise explaining the important ideas and some supporting details in her own words by saying what she had learned out loud before she wrote it down.
<table>
<thead>
<tr>
<th>Word</th>
<th>Word in my first language</th>
<th>Use the word in a sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aim</td>
<td>注目</td>
<td>Aim is actually mean concentrate</td>
</tr>
<tr>
<td>Pythons</td>
<td>品類</td>
<td>Pythons is mean kind of thing</td>
</tr>
<tr>
<td>boas</td>
<td>Same</td>
<td>Same</td>
</tr>
<tr>
<td>hisses</td>
<td>蛇音(嘶嘶音)</td>
<td>hisses is snake sound</td>
</tr>
<tr>
<td>vibration</td>
<td>回音</td>
<td>vibration is mean 回音</td>
</tr>
<tr>
<td>slithers</td>
<td>左心右心</td>
<td>slither mean turning around</td>
</tr>
<tr>
<td>inner</td>
<td>内衣</td>
<td>inner mean something inside</td>
</tr>
<tr>
<td>suffocates</td>
<td>沒氣</td>
<td>suffocates mean that not more air</td>
</tr>
</tbody>
</table>
Main idea: Snake's Body

Supporting detail:
- Snake skin can be a lot of different colour.
- Snake skin colour can help snake hide from enemies and find food.
- Snake skin may be striped, banded, bright colour or dull.

Main idea: Snail's skin, and scale.

Supporting detail:
- Snake's eyes covered by a thing called spectacle.
- Snake's need skin to keep their lift.
- Fused made snake blind.
- When snake get older, they change their skin.

Main idea: How to stop enemy.

Supporting detail:
- Human is the big enemy of snake.
- Snake safe and use their sound to scared enemy.

Main idea: Winter Snake

Supporting detail:
- Winter won't hurt snake.
- They (snake) eat more stuff.
- Snake hide under rock.
Sample #2
During a second set of guided and independent reading Elise was asked to identify important ideas and some supporting details in the non-fiction text, *Feathers and Wings, Beaks and Bills*. Elise was able to identify important ideas and some supporting details from each section of the text. Again, Elise needed to practise explaining the important ideas and some supporting details in her own words. She was encouraged to continue to say what she had learned out loud and to continue to use a vocabulary sheet to help her understand new vocabulary.
Determining Important Ideas

Use this chart as you read about your animal. Write important ideas and supporting details in the first two columns. Write what you think under the column “Response.”

<table>
<thead>
<tr>
<th>Important Ideas</th>
<th>Supporting Details</th>
<th>Responses (I think…)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My animal looks like…</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My animal eats…</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My animal lives…</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you know?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Winter 2011</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Main idea: What do Birds look like?
Supporting details:
- Bird had feathers to help them keep warm and to hide.
- Bird had two wings and tail.
- Bird had two legs and feet.
- Most birds had four toes.
- Bird use their bills and beaks to eat.

Main idea: What do Birds Eat?
Supporting details:
- Birds eat seeds and fruit.
- Seagulls and crows eat almost anything.
- All birds need water (Page 8-9).

Main idea: Where do Birds live?
Supporting detail:
- Birds live all over the world.
- They live in forests, wetlands, grasslands, and deserts.
- They live in shelter too.
- When it's winter, birds go to warmer places.
- When it's summer, birds travel to winter places.
(Pages 10-13)
## Determining Important Ideas

Use this chart as you read about your animal. Write important ideas and supporting details in the first two columns. Write what you think under the column “Response.”

<table>
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<tr>
<th>Important Ideas</th>
<th>Supporting Details</th>
<th>Responses (I think...)</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>My animal looks like...</em></td>
<td>Bird had feather to help them keep them warm and to hide. Bird had two wings, tail, two legs, feet, four toes, and beak.</td>
<td>oh! I want to had feather cover my body too! oh? just like human but not the wings.</td>
</tr>
<tr>
<td><em>What do Bird look like?</em></td>
<td>Bird eat seeds and fruit. Seagulls and crow eat almost anything.</td>
<td>yummy! disgusting.</td>
</tr>
<tr>
<td><em>My animal eats...</em></td>
<td>Bird live all over the world. Bird live forest, water, grassland, and desert all the</td>
<td>oh! that good! to travelled I Glad they had a shelter!</td>
</tr>
<tr>
<td><em>Where do Bird live?</em></td>
<td>Did you know?</td>
<td></td>
</tr>
<tr>
<td><em>How Bird move?</em></td>
<td>Bird is very strong light to help them fly Bird mostly can fly!</td>
<td>Stronger! oh, I want to fly too!</td>
</tr>
</tbody>
</table>
I want to tell you what animals eat. Birds eat seeds and fruit. Also, I know from the text seagulls and crows eat almost anything. All birds need water too, and birds eat insects. I think birds eat seeds and fruit is very yummy. I think seagulls and crows eat almost anything was so disgusting because they probably eat some garbage, so I think is disgusting. I think all birds need water is very nature because human need water too! and I think birds eat insects is very interesting because they use beak and bill to eat!

I want to tell you where animals live.

I want to tell you where animals live. Birds live almost all over the world. Also, I know birds usually live in forest, wetland, grassland, and desert all the time. I think birds live almost all over the world is so cool and enjoy. I think birds usually live in forest, wetland, grassland, and desert is very nice because we can enjoy the grass and greeny place. Birds is very interesting and joyful.
Sample #3
As the culminating task, Elise was asked to create a report about an animal of her choice. She needed to use a variety of resources and find important ideas and some supporting details about her animal. During a student-teacher conference Elise demonstrated that she was now able to identify important ideas and supporting details in her own words. The graphic organizer helped her to explain what she had learned in her own words. Elise was encouraged to go back to the text to find more information. At this time we practised reading and highlighting a short text.
Awesome Animals

Your Job/Task:
Create a report about an animal using non-fiction texts to find your resources/information.

Learning Goals:
o understand non-fiction text by identifying the important ideas and including some supporting details from the text
o Find/gather and organize information when writing a report using a graphic organizer
o use a variety of non fiction text features
o use speaking skills appropriately when presenting to the group

How to be Successful:

Did I…
o Include important ideas and details using my own words?
o Include important information about my animal?
o Include text features such as a real photo, labels, bolded words, titles, subtitles?
o Use a highlighter to show the important ideas?
o Use the graphic organizer to sort my information?
o Write my information in a paragraph?
o Make a final copy using a poster or a computer?
o Use sticky notes to write the important ideas and some details in my own words?
o Use different resources for my project and include them on my resource list?
o Read over my sentences, check for words in the glossary, include only important information?
o Present and share my information using a loud, clear voice?

Winter 2011
Winter 2011

Guinea Pigs

What my Guinea looks like?
I want to tell you my guinea pig looks like. Guinea pig have many breeds I think is beautiful cool because people can have breeds, but almost all the animals have colour. Guinea pig have same breed as their parent even grandparent I think is so interesting because we are not same as our grandparent and parent and sometime I wish I can be a animal. A guinea pig had soot, ears, eyes, Winter, nose, and ears I think is cute because almost all things that are soft and smooth are cute.

What Guinea pigs eat?
Next, I want to tell you what my guinea pig eat. Thing that guinea pigs can't eat is chocolate and meat. I think if I have a friend that have a guinea pig I will tell them and if we have an other animal at our don't give the food to your guinea pig.

Guinea pig need fresh fruit and vegetable and fresh water everyday too! Vegetable, fruits, water will help guinea pig healthy. I think human need vegetable, water, and fruit everyday is very healthy too.

My conclusion is guinea pig is a good pet in my heart hope guinea pig will be the popular pet forever.

What do Guinea pig live and what they need?
Next, I want to tell you where my animal live. Guinea pig live in the mountain or grassland from south America guinea pig actually is related to wild cavies, wild cavies do not live with people I think is very interesting that they even live in the mountain, so they will get sick, and wild cavies is related to guinea pig so why can wild cavies live with people.

Where does wild cavies live? Wild cavies build their own house in burrows or tunnels I think is very not fair to wild cavies they are cute too! So why can't they live with the big family.

Last, I want to tell you something that is very interesting about guinea pig can play outside, guinea pig enjoy playing outside the grass, guinea pig also can’t play at outside the cold weather, they will get sick. I hate sick a lot I hope no one like sick, and is very fun if we play with guinea pig outside.

How to understand your animal. Guinea pig use body language to talk to us. OHH! I know if people who can’t talk will use their hands to talk to people. Guinea pigs might make chirping, and squealing sound, but is hard to understand.

Interesting Fact

There are many different kinds of guinea pigs, Peruvian have a long, silky root. I should brush them everyday. Abyssinians have coat that glow in crest, or tail's, there are a lot of kind of guinea pig about a hundred kind.

Guinea pig will be the nice animal forever!
Awesome Animals Reflection

Review the success checklist for our Awesome Animals Project. What did you do well? What could you do better next time?

<table>
<thead>
<tr>
<th>I put my main idea and details in my own words.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use my highlighter to highlight important words.</td>
</tr>
<tr>
<td>I make my final project in a poster.</td>
</tr>
<tr>
<td>I use sticky notes to write main idea and details in my own words.</td>
</tr>
</tbody>
</table>

| I will work on using different resources for my project and include them on my list. |
| I will work on checking my work over and over again. |
| Also, I will work on sharing more information using a loud, clear voice. |

Winter 2011
Pupil Profiles

• Review the student profiles
• Choose one that best describes your initial impressions of Elise
• Share at your table
Observable Language Behaviour Continuum

Based on your reading profile, the work samples and the culminating task determine what STEP the student is on.
Example of Evidence Continuum

Based on your reading profile, the work samples and the culminating task determine what STEP the student is on.
Table Talk Time

Reflection & Planning
Considering your board’s strengths and needs what does your board need to put in place to implement the STEP resource to support ELLs.