

Language Acquisition Chart for English Language Learners (ELLs)

Official Name	Definition	Student Behaviors	Challenges	Teaching strategies
<p style="text-align: center;">1. Entering</p> <p><u>List students at this level here:</u></p>	<ul style="list-style-type: none"> Students may not be ready to actively produce <u>or</u> may attend to hands-on language demonstrations with more understanding (silent period) Listening and responding in non-verbal ways to show understanding or may initiate conversation by pointing or using single words <u>or</u> may initiate conversation by pointing or using single words Very limited comprehension/vocabulary 0 – 1,000 receptive word vocabulary Adjusting to U.S. culture <p style="text-align: center;"><u>NYSED Definition</u> <i>A student at this English language proficiency level relies heavily on teacher supports and instructional scaffolds to advance his or her academic language skills.</i></p>	<p>Able to: observe, locate, label, match, show, classify, name, categorize, recall, draw, list, point out, underline, organize, reproduce, sequence, demonstrate, illustrate</p> <ul style="list-style-type: none"> Depends heavily on context Has minimal receptive vocabulary Comprehends key words from grade level content with instruction and scaffolds May verbalize key words in isolation after silent period Indicates comprehension physically (points, draws, gestures, etc.) Responds with one/two word answer or short phrases after silent period May appear inattentive Dependent on modeling and visual and contextual clues to obtain and convey meaning Mispronunciation/grammar errors 	<p><u>May have difficulty:</u></p> <ul style="list-style-type: none"> Following multiple directions, understanding questions, expressing needs, understanding social situations Identifying sound-symbol of a new language Expressing complete thoughts; Speaks in single words and phrases (may have notable grammatical errors) Remembering grammatical rules Developing sight vocabulary <p><u>Social-Emotional Challenges:</u></p> <ul style="list-style-type: none"> May be frustrated, withdrawn/low self-esteem, trouble concentrating Adapting to a new culture, behaviors, values and academic settings Prior academic knowledge and experiential background (culture and prior living experiences) Faced with cultural assumptions, ideas, values that are unfamiliar and impact learning 	<ul style="list-style-type: none"> Use manipulatives, visuals, realia, props, games, and gestures Create climate of acceptance/respect that supports acculturation Use cooperative learning groups Require physical response (points, draws, gestures, etc.) to check comprehension Display print to support oral language Model activities for students Use hands-on activities Emphasize key vocabulary Adjust rate of speech and enunciation Ask yes/no questions Avoid idioms Provide repetition and establish routines Allow pronunciation variables Simplify language, not content Ask students questions that require one/two word responses Lessons that expand vocabulary Scaffold instruction Pre-teach academic vocabulary and concepts Allow students to use L1 when appropriate See Ellevation for strategies
<p style="text-align: center;">Needs</p>	<ul style="list-style-type: none"> Intensive English Language Development (ELD) in social communication as well as in academic language in English Instruction that focuses on learning language as well as content Frequent opportunities to practice their English in social situations as well as academic contexts within the classroom 			
<p>** Please note-</p> <ul style="list-style-type: none"> Students progress at independent rates depending on previous schooling, acculturation, and motivation. Students with no previous schooling will take longer to progress through these stages. English Language Learners have varied ability in their first language. Proficiency levels are determined by the NYSITELL and NYSESLAT. 				

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<p style="text-align: center;">2. Emerging</p> <p><u>List students at this level here:</u></p>	<ul style="list-style-type: none"> • Students begin speaking in short phrases and simple sentences • Frequent mistakes in grammar, word order, word usage • Limited comprehension and vocabulary • Up to 3,000 receptive/active word vocabulary <p style="text-align: center;"><u>NYSED Definition</u> <i>A student at this English language proficiency level relies on teacher supports and instructional scaffolds to advance his or her academic language skills.</i></p>	<p>Able to: tell, describe, restate, compare, question, dramatize, map, calculate, define, choose, predict</p> <ul style="list-style-type: none"> • Depends heavily on context • Continues to depend on teacher supports and instructional scaffolds • Produces phrases or simple sentences • Uses limited vocabulary • Makes grammatical errors • Initiates conversation and questions • Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) • Comprehension varies based on student's literacy development in L1 	<ul style="list-style-type: none"> • Still makes errors in speaking, reading, and writing in English • May seem more proficient than they are • Conversational fluency may be more advanced than academic language proficiency • Listening skills may be stronger than speaking skills • Will have difficulty with understanding English grammar • May be confused by idioms, figurative language, and slang • Communication may be impeded by an accent or dialect • Still developing reading comprehension and fluency • May shift from one language to another 	<p>Use <u>Entering</u> teaching strategies and...</p> <ul style="list-style-type: none"> • List and review instructions step by step • Build on student's prior knowledge • Incorporate more scaffolds for developing reading and writing skills • Provide more opportunities for student interaction • Increase usage of advance organizers
<p style="text-align: center;">Needs</p>	<ul style="list-style-type: none"> ➤ Intensive English Language Development (ELD) in social communication as well as in academic language in English ➤ Instruction that focuses on learning language as well as content ➤ Frequent opportunities to practice their English in social situations as well as academic contexts within the classroom 			
<p>** Please note-</p> <ul style="list-style-type: none"> • <i>Students progress at independent rates depending on previous schooling, acculturation, and motivation.</i> • <i>Students with no previous schooling will take longer to progress through these stages.</i> • <i>English Language Learners have varied ability in their first language.</i> • <i>Proficiency levels are determined by the NYSITELL and NYSESLAT.</i> 				

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<p style="text-align: center;">3. Transitioning</p> <p><u>List students at this level here:</u></p>	<ul style="list-style-type: none"> • Students can communicate thoughts more completely, can participate in every day conversations without highly contextualized support • Up to 6,000 receptive/active word vocabulary <p style="text-align: center;"><u>NYSED Definition</u> <i>A student at this English language proficiency level shows great independence in advancing his or her academic language skills.</i></p>	<p>May be able to: visualize, create, estimate, contrast, predict, express, report, evaluate, explain, examine, question, demonstrate, summarize, illustrate</p> <ul style="list-style-type: none"> • Continues to need visual and contextual support for comprehension • Engage in academic discourse with peers • Demonstrates comprehension with appropriate scaffolds • Uses expanded vocabulary, and occasionally expanded and/or compound structures • Makes grammatical errors • Able to access grade level content with appropriate scaffolds 	<ul style="list-style-type: none"> • Still makes errors in speaking, reading, and writing in English • May seem more proficient than they are • Academic language proficiency is increasing but still relies on conversational fluency • May be confused by idioms, figurative language, and slang • Communication may be impeded by an accent or dialect • Will continue to have difficulty with understanding English Grammar • May shift from one language to another 	<p>Use Entering, Emerging teaching strategies and ...</p> <ul style="list-style-type: none"> • Have students brainstorm, list, web, use graphic organizers • Ask questions soliciting opinions, judgment, explanation (more why and how questions) • Develop more academic language (oral and written) • Provide meaningful feedback to support student goal setting
<p style="text-align: center;">Needs</p>	<ul style="list-style-type: none"> ➤ Intensive English Language Development (ELD) in social communication as well as in academic language in English ➤ Instruction that focuses on learning language as well as content ➤ Frequent opportunities to practice their English in social situations as well as academic contexts within the classroom 			
<p>** Please note-</p> <ul style="list-style-type: none"> • <i>Students progress at independent rates depending on previous schooling, acculturation, and motivation.</i> • <i>Students with no previous schooling will take longer to progress through these stages.</i> • <i>English Language Learners have varied ability in their first language.</i> • <i>Proficiency levels are determined by the NYSITELL and NYSESLAT.</i> 				

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<p style="text-align: center;">4. Expanding</p>	<ul style="list-style-type: none"> Students have advanced skills in cognitive/academic language Up to 12,000 receptive/active word vocabulary 	<p>May be able to: relate, infer, judge, infer, hypothesize, outline, revise, justify, critique, summarize, suppose, verify, rewrite, assess</p>	<ul style="list-style-type: none"> May still demonstrate difficulty with fluency due to vocabulary Instructional reading level may be lower than grade level May seem fluent but needs to expand vocabulary and academic language Still developing grammar and usage 	<p>Use Entering, Emerging, Transitioning teaching strategies and ...</p> <ul style="list-style-type: none"> Provide scaffolds as needed Continue to develop cognitive academic language, both oral and written Encourage student presentation of work Foster academic independence and inquiry Performs somewhat on an academic level
<p><u>List students at this level here:</u></p>	<p style="text-align: center;"><u>NYSED Definition</u> <i>A student at the Expanding level shows great independence in advancing academic language skills and is approaching the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts (settings).</i></p>	<ul style="list-style-type: none"> Maintains two-way conversations Uses more complex grammatical structures Demonstrates comprehension in contextualized situations Uses academic vocabulary with few errors Approaching the linguistic demands of grade-level contexts 		
<p>Needs</p>	<ul style="list-style-type: none"> ➤ Include English Language Development (ELD) in social communication as well as in academic language in English ➤ Instruction that focuses on learning language as well as content ➤ Frequent opportunities to practice their English in academic contexts within the classroom 			
<p>** Please note-</p> <ul style="list-style-type: none"> Students progress at independent rates depending on previous schooling, acculturation, and motivation. Students with no previous schooling will take longer to progress through these stages. English Language Learners have varied ability in their first language. Proficiency levels are determined by the NYSITELL and NYSESLAT. 				

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<p style="text-align: center;">5. Commanding</p> <p><u>List students at this level here:</u></p>	<p style="text-align: center;"><u>NYSED Definition</u></p> <p><i>As measured by the NYSESLAT, a student at this level has met the linguistic demands necessary to demonstrate English language proficiency in a variety of academic contexts within his or her grade level. This student is designated as a Former ELL and is entitled to receive two years of Former ELL services.</i></p>	<ul style="list-style-type: none"> • Proficient in the linguistic demands needed to meet grade level requirements • Uses complex grammatical structures • Demonstrates comprehension in decontextualized situations • Uses academic vocabulary 	<ul style="list-style-type: none"> • May still have difficulty with idioms and figurative language • Continues to develop academic language • May still demonstrate occasional errors in grammar and usage 	<ul style="list-style-type: none"> • Monitor student progress for two years through Ellevation • Assign grade-level tasks • Continue to develop cognitive academic language, both oral and written • Occasional extra support needed
<p style="text-align: center;">Needs</p>	<ul style="list-style-type: none"> ➤ Instruction that focuses on learning language as well as content ➤ Frequent opportunities to practice their English in academic contexts within the classroom ➤ Direct teaching vocabulary and comprehension ➤ Provide testing accommodations for two years 			
<p>** Please note-</p> <ul style="list-style-type: none"> • <i>Students progress at independent rates depending on previous schooling, acculturation, and motivation.</i> • <i>Students with no previous schooling will take longer to progress through these stages.</i> • <i>English Language Learners have varied ability in their first language.</i> • <i>Proficiency levels are determined by the NYSITELL and NYSESLAT.</i> 				