

Language Acquisition Chart for English Language Learners (ELLs)

Entering

NYSED Definition	Able to	Academic Challenges	Instructional Practices
<p><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>observe, locate, label, match, show, classify, name, categorize, recall, draw, list, point out, underline, organize, reproduce, sequence, demonstrate, illustrate</p>	<p>Following multiple directions, understanding questions, expressing needs, understanding social situations</p> <p>Identifying sound-symbol of a new language</p> <p>Expressing complete thoughts; Speaks in single words and phrases (may have notable grammatical errors)</p> <p>Remembering grammatical rules</p> <p>Developing sight vocabulary</p>	<p>Use manipulatives, visuals, realia, props, games, and gestures</p> <p>Create climate of acceptance and respect that supports acculturation</p> <p>Use cooperative learning groups</p> <p>Require physical response (points, draws, gestures, etc.) to check comprehension</p> <p>Display print to support oral language</p> <p>Model activities for students</p> <p>Use hands-on activities</p> <p>Emphasize key vocabulary</p> <p>Adjust rate of speech and enunciation</p> <p>Ask yes/no questions</p> <p>Avoid idioms</p> <p>Provide repetition and establish routines</p> <p>Allow pronunciation variables</p> <p>Simplify language, not content</p> <p>Ask students questions that require one/two word responses</p> <p>Lessons that expand vocabulary</p> <p>Scaffold instruction</p> <p>Pre-teach academic vocabulary and concepts</p> <p>Allow students to use L1 when appropriate</p>
Description	Student Behaviors	Social-Emotional Challenges	
<p>Students may not be ready to actively produce <u>or</u> may attend to hands-on language demonstrations with more understanding (silent period)</p> <p>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</p> <p>Very limited comprehension and vocabulary</p> <p>0 – 1,000 receptive word vocabulary</p> <p>Adjusting to U.S. & School culture</p>	<p>Depends heavily on context</p> <p>Has minimal receptive vocabulary</p> <p>Comprehends key words from grade level content with instruction and scaffolds</p> <p>May verbalize key words in isolation after silent period</p> <p>Indicates comprehension physically (points, draws, gestures, etc.)</p> <p>Responds with one/two word answer or short phrases after silent period</p> <p>May appear inattentive</p> <p>Dependent on modeling and visual and contextual clues to obtain and convey meaning</p> <p>Mispronunciation & grammar errors</p>	<p>May be frustrated, withdrawn/low self-esteem, trouble concentrating</p> <p>Adapting to a new culture, behaviors, values and academic settings</p> <p>Prior academic knowledge and experiential background (culture and prior living experiences)</p> <p>Faced with cultural assumptions, ideas, values that are unfamiliar and impact learning</p>	

Needs:

1. Intensive English Language Development (ELD) in social communication as well as in academic language in English
2. Instruction that focuses on learning language as well as content
3. Frequent opportunities to practice their English in social situations as well as academic contexts within the classroom

Please Note:

- 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 abilities in their first language.
- Proficiency levels are determined by the NYSITELL and NYSESLAT.

Language Acquisition Chart for English Language Learners (ELLs)

Emerging

NYSED Definition

A student at this English language proficiency level relies on teacher supports and instructional scaffolds to advance his or her academic language skills.

Description

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
Adjusting to U.S. & School culture

Able to

tell, describe, restate, compare, question, dramatize, map, calculate, define, choose, predict

Student Behaviors

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

Academic Challenges

Still makes errors in speaking, reading, and writing in English
May *seem* more proficient than they really 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

Social-Emotional Challenges:

Refer to **Entering** social-emotional challenges

Instructional Practices

Use **Entering** instructional practices and ...
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

Needs:

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Please Note:

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Transitioning

NYSED Definition

A student at this English language proficiency level shows great independence in advancing his or her academic language skills

Description

Students can communicate thoughts more completely, can participate in everyday conversations without highly contextualized support

Up to 6,000 receptive/active word vocabulary

Able to

Visualize, create, estimate, contrast, predict, express, report, evaluate, explain, examine, question, demonstrate, summarize, illustrate

Student Behaviors

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

Academic Challenges

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

Instructional Practices

Use **Entering, Emerging** instructional practices and ...

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

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Please Note:

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Expanding

NYSED Definition

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).

Description

Students have advanced skills in cognitive/academic language
Up to 12,000 receptive/active word vocabulary

Able to

relate, infer, judge, infer, hypothesize, outline, revise, justify, critique, summarize, suppose, verify, rewrite, assess

Student Behaviors

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

Academic Challenges

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

Instructional Practices

Use **Entering, Emerging, Transitioning** instructional practices and
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

Needs:

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2. Instruction that focuses on learning language as well as content
3. Frequent opportunities to practice their English in social situations as well as academic contexts within the classroom

Please Note:

- Students progress at independent rates depending on previous schooling, acculturation, and motivation.
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Commanding

NYSED Definition

*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.*

Able to:

Refer to above proficiency levels

Student Behaviors:

Proficient in the linguistic demands needed to meet grade level requirements

Uses complex grammatical structures

Demonstrates comprehension in decontextualized situations

Uses academic vocabulary

Academic Challenges

May still have difficulty with idioms and figurative language

Continues to develop academic language

May still demonstrate occasional errors in grammar and usage

Instructional Practices

Monitor student progress for two years

Assign grade-level tasks

Continue to develop cognitive academic language, both oral and written

Occasional extra support needed

Needs:

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Please Note:

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References

Office of Bilingual Education and World Languages of New York State Education Department. (n.d.). *NYSESLAT Parent Information Brochure*. New York State Education Department.

Syracuse City Schools Office of ENL, World Languages and Bilingual Education. (2017). *Language Acquisition Chart for English Language Learners (ELLs)*. Syracuse City School District. www.syracusecityschools.com