A Brief Guide to Working with English Language Learners (ELL)

The attached pages, "Toward Academic English", are a resource you can use to help you teach your ELL students. If you know the CELDT (California English Language Development Test) level of your student, you can look for that level on the chart, confirm the level using the stage descriptors ("Students have...") and then look at things you can do. If you don't know the CELDT level, you can use the descriptors. The "Six Strategies" reference sheet of strategies for Teachers of English learners is attached behind.

What do all these levels mean?

<table>
<thead>
<tr>
<th>CELDT Level</th>
<th>Stage</th>
<th>Skill Area Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td></td>
<td></td>
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<tr>
<td>1</td>
<td>1</td>
<td>Pre-Production</td>
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<tr>
<td>2</td>
<td>2</td>
<td>Early Production</td>
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<tr>
<td>3</td>
<td>3</td>
<td>Early Speech Emergence</td>
</tr>
<tr>
<td>Intermediate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Early Intermediate</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>Intermediate</td>
</tr>
<tr>
<td>Advanced</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>6</td>
<td>Early Advanced</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
<td>Advanced</td>
</tr>
</tbody>
</table>

Some Acronyms/Definitions...

ELD: English Language Development - an instructional program that focuses on learning English as a second language.

ELL: English Language Learner - A student whose primary language is other than English. This term has replace LEP (Limited English Proficient).

FEP: Fluent English Proficient - a classification that indicates a student is proficient in English and is able to participate in lessons designed for native speakers of English.

L1: A person's primary language
L2: A person's second language

RFEP: Reclassified Fluent English Proficient

SDAIE: Specially Designed Academic Instruction in English - Strategies to teach ELL students core curriculum content.

Lisa Mount, from NTP "ELL: Working with English Language Learners"
### Toward Academic English: Stages 1 & 2

#### Stages of Second Language Development

<table>
<thead>
<tr>
<th>Stages of L2 Oral Language Fluency</th>
<th>Students have... (related to L2)</th>
<th>Students...</th>
<th>Teachers should...</th>
</tr>
</thead>
</table>
| **BEGINNING** Pre-Production CELDT-1 | • Minimal comprehension (listening to L2)  
• No verbal production | • Respond non-verbally  
• Make connections w/ prior knowledge  
• Point to objects or print  
• Give yes/no answers  
• Depend heavily on context  
• Pantomime/Role play  
• Respond in L1  
• Associate sound and meaning  
• Draw pictures & cartoons  
• Match words or objects  
• Develop listening strategies, comprehension skills  
• Recognize/focus on key words | ✓ Provide ample listening opportunities  
✓ ✓ Create a language-rich classroom  
✓ ✓ Create context for shared reading  
✓ Use physical movement, art, mime, music | **“Six Strategies”** (reference for coaching, observation, and planning)  
| | | | MM: GI  
| | | | GO/V; MBC; V/L  
| | | | All 6 strategies  
| | | | MBC; PK/T; GI; V/L |
| **BEGINNING** Early Production CELDT-1 | • Some comprehension (listening & recognizing to written L2 words)  
• One/two word responses | • Identify people, places, & things  
• Respond w/ one/two word answers  
• Repeat and recite  
• Reproduce what they hear  
• Can label drawings and diagrams  
• Rely on context  
• List, Categorize, Recognize words for familiar concepts in isolation  
• Listen w/ greater comprehension | ✓ Continue to provide listening opportunities w/ rich context  
✓ Use predictable and patterned books  
✓ Have students complete contextualized sentences w/ one or two word responses; Ask yes/no, either/or, who, what, where questions  
✓ Intro dialogue journals, supported by conversations  
✓ Have students label, manipulate, evaluate pictures and objects | MBC/AA; MM; GI; V/L  
All 6 strategies |

*Connect students' second language development to meaningful visuals: pictures, illustrated books, abbreviated text. VISUALS ARE ESSENTIAL!*
**Toward Academic English: Stage 3**

**Stages of Second Language Development**

<table>
<thead>
<tr>
<th>Stages of L2 Oral Language Fluency</th>
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<th>Students...</th>
<th>Teachers should...</th>
<th>“Six Strategies” (reference for coaching, observation, and planning)</th>
</tr>
</thead>
</table>
| **BEGINNING** Early Speech Emergence CELDT - 1 | - Good comprehension of highly contextualized information  
- Enough proficiency to speak in simple sentences (with approximations) | - Describe events, places, people  
- Explain simple academic concepts  
- Learn "big ideas" in content areas  
- Simply retell stories and information  
- Communicate on basic social level  
- **Begin to acquire grammatical elements**  
- Reproduce familiar phrases  
- Begin to compare and contrast  
- Begin to generate and speak in simple sentences  
- Can read basic vocabulary and write simple sentences | ✓ Ask open-ended questions linked to personal experiences  
✓ Continue to provide language opportunities with rich context through language experience activities (creating books); link content area concepts to themes (e.g., distance, geography, environment, culture, economics)  
✓ Use predictable and patterned books for shared and guided reading at English reading level; Bilingual books support comprehension | MBC/AA: PK/T; MM; GI; V/L |
|                                  | **VISUALS ARE ESSENTIAL!** |             |                    | MBC/AA: PK/T; MM; GI |

**Sample elements for explicit ELD:**

- Present tense: be, have (She is a teacher. I have a teacher.)
- Common nouns related to students' context, plural form, articles a, the (the school):
- Adjective placement (small book, brown dog)
- Subject pronouns (I, you, it, we, they): object and possessive pronouns
- Recognizing high frequency words from school and community context
## Toward Academic English: Stage 4
### Stages of Second Language Development

<table>
<thead>
<tr>
<th>Stages of L2 Oral Language Fluency</th>
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</table>
| **EARLY INTERMEDIATE** CELDT - 2 | • Good comprehension of contextualized information  
• Limited proficiency to communicate ideas (with approximations) | Ideally: Provide parallel instruction for content learning and reading in students’ native language AND in English... |
| Late Speech Emergence & Early Intermediate | | |

**Sample elements for explicit ELD:**

- Present progressive response to questions (supported by reference to visuals) (*Is she dancing? Yes, she is dancing.*)
- Past progressive (*Was she walking? Yes, she was walking.*)
- Present tense: *be, can, do, have, like, need, want (first and second person)*: I have books. You have books.
- Articles: *a, an:* More advanced plural forms: (*adding *es*: foxes); Quantifiable nouns vs. non-quantifiable: (*one book, people*)
- Subject pronouns: *he, she;* Object pronouns: *her, him, me, us, them;* Possessive: (*her, his, their, our*)
- Auxiliary verbs: *May I go home? Can you show me?*
- Prepositions of time (*before, after;* location (*in front, behind*))

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**Six Strategies** (reference for coaching, observation, and planning)

- All 6 strategies
- MM; GI; V/L
- MBC/AA; PK/T; MM; GI; V/L
- MBC/AA; PK/T; MM; GI; V/L
<table>
<thead>
<tr>
<th>Stages of L2 Oral Language Fluency</th>
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<th>Students...</th>
<th>Teachers should...</th>
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</thead>
<tbody>
<tr>
<td>INTERMEDIATE CELDT-3</td>
<td><strong>Sample elements for explicit ELD:</strong></td>
<td><strong>Reading and writing instruction for content learning:</strong></td>
<td><strong>“Six Strategies”</strong></td>
</tr>
</tbody>
</table>
| [Note: Reading and writing proficiencies may range from emergent to newly fluent. May be affected by L1 reading proficiency.] | ✓ Regular and irregular past tense verbs  
✓ Positive/negative use of past tense (Talked, danced, said, did not talk, did not dance, did not say)  
✓ Positive/negative questions (Did you...didn't you?)  
✓ Future tense - will  
✓ Present perfect (have/has + past participle: He has been in school for three years.)  
✓ Common idioms  
✓ Comparatives (He is shorter than his brother.)  
✓ Compound sentences  
✓ Possessive nouns, irregular plurals, contractions, directional prepositions (e.g. from, by, through) | ✓ Encourage students to describe personal experiences; continue to access critical thinking, Why, How, What if questions...  
✓ Provide explicit instruction on idiomatic expressions used in text  
✓ Develop reading and study skills: making predictions, inferences:  
✓ Explain text features: heading, charts, maps, directions  
✓ Monitoring skills: Reciprocal Teaching: Directed Reading Teaching Activities (DRTA)  
✓ Continue to develop vocabulary skills w/ comprehensible input, i.e. analyzing word parts, developing vocabulary theme/concept logs | (reference for coaching, observation, and planning) |

| **“SIX STRATEGIES” for L2 Learning** |
| MBC/AA = Meaning-Based Context & Authentic Assessment  
PK/T = Prior Knowl. & Universal Themes  
GI = Guided Interaction  
MM = Modeling & Metacognition  
V/L = Vocab. & Language Development  
GO/V = Graphic Organizers (Visuals) | | | |
**Toward Academic English: Stage 6**

**Stages of Second Language Development**

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<tbody>
<tr>
<td><strong>EARLY ADVANCED</strong></td>
<td>• Good comprehension of information</td>
<td>• Give opinions and reasons</td>
<td>Reading and writing instruction for content learning emphasis:</td>
</tr>
<tr>
<td>[Note: Reading and writing proficiencies may range from emergent to newly fluent. May be affected by L1 reading proficiency.]</td>
<td>• Proficiency to communicate well</td>
<td>• Can summarize, draw comparisons, justify views and behaviors</td>
<td>(reference language skills in ELD):</td>
</tr>
<tr>
<td><strong>CELDT - 4</strong></td>
<td>• Adequate vocabulary to achieve academically in content classes</td>
<td>• Use expanded vocabulary</td>
<td>Structure group discussions</td>
</tr>
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**“Six Strategies” for L2 Learning**

| MBC/AA | Meaning-Based Context & Authentic Assessment |
| PK/T | Prior Knowl. & Universal Themes |
| GI | Guided Interaction |
| MM | Modeling & Metacognition |
| V/L | Vocab. & Language Development |
| G0/V | Graphic Organizers (Visuals) |

**“Six Strategies” (reference for coaching, observation, and planning)**

| MM; GI |
| MM; GI; V/L |
| MBC/AA; MM; V/L |

**Sample elements for explicit ELD emphasis:**

- Complex sentences w/ two independent Complex sentences w/ one dependent clause (Teachers need to be flexible because of the differences in their students.)
- Past perfect tense (had + past participle: The woman hadn't been teaching very long.)
- Phrasal verbs (Lift up your head. Lift your head up.)
- Conditional form. (If we win, we will have a party.)
- Synonyms, antonyms
- Less common idioms

**VISUALS ARE ESSENTIAL!**
**Toward Academic English: Stage 7**

**Stages of Second Language Development**

<table>
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<tr>
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<th>Students...</th>
<th>Teachers should...</th>
<th>&quot;Six Strategies&quot; (reference for coaching, observation, and planning)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADVANCED</strong> [Note: Reading and writing proficiencies may range from emergent to newly fluent. May be affected by L1 reading proficiency.] CELDT-5</td>
<td></td>
<td></td>
<td>✓ Reading and writing instruction for content learning:</td>
<td><strong>MBC/AA; GI</strong></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Allow students to lead group discussions and participate in student-generated presentations</td>
<td><strong>MBC/AA; MM; V/L</strong></td>
</tr>
<tr>
<td></td>
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<td></td>
<td>✓ Provide for a variety of realistic writing opportunities in a variety of genres; publish students' writing; continue to increase academic language by highlighting word derivations, multiple uses of words, more specialized content words</td>
<td><strong>GI</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Encourage independent use of reference materials and technology</td>
<td><strong>MBC/AA; GI; V/L</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>✓ Provide opportunities for students to synthesize, analyze, and evaluate oral and written communication</td>
<td>✓ VISUALS ARE ESSENTIAL!</td>
</tr>
</tbody>
</table>

- **Sample elements for SDAIE English or redesignated level:**
  - Independently write complex sentences with at least one dependent adjective, adverbial or noun type clause
  - Progressive, future and conditional perfect tenses (He has been dancing. She will have been dancing. If he had danced, he would have been tired.)
  - Writes follow-up or embedded questions: I guess it will probably rain. What do you think?
  - Uses figurative and idiomatic language; similes, metaphors
  - Uses subordinating conjunctions to: form adverb clauses denoting time and cause and effect (as soon as; since, whenever)
  - Adjective clauses introduced by relative pronouns:

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- **MM = Modeling & Metacognition**
- **V/L = Vocab. & Language Development**
- **SO/V = Graphic Organizers (Visuals)**

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# What Do All Language Learners Need?

<table>
<thead>
<tr>
<th>Best Practices</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Daily Vocabulary Instruction</td>
<td>3 new words per day&lt;br&gt;Content area words&lt;br&gt;Idioms</td>
</tr>
<tr>
<td>Explicit forms of Academic English</td>
<td>• Point out to students the difference between formal and informal language.&lt;br&gt;• Post vocabulary in your room.</td>
</tr>
<tr>
<td>Bridging from prior knowledge</td>
<td>• All students bring prior knowledge. Connect the new learning to their known.</td>
</tr>
<tr>
<td>Guided Interaction</td>
<td>• Time for students to talk.&lt;br&gt;• Use structures such as Think, Pair, Share or Numbered Heads Together to encourage students to talk and process information&lt;br&gt;• Use graphic organizers and visuals to guide student work</td>
</tr>
<tr>
<td>Assessment that informs instruction</td>
<td>• Use your assessments to determine your next steps for teaching</td>
</tr>
<tr>
<td>Meaningful Content, Thematic instruction</td>
<td>• Make sure you link subjects to real life&lt;br&gt;• Content should not be random&lt;br&gt;• Use broad themes</td>
</tr>
<tr>
<td>Respect for home language and culture</td>
<td>• Create opportunities to honor and celebrate others' cultures.</td>
</tr>
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</table>

*Adapted from CA FAS Mentor Professional Development: Mentoring for Language Learner Success*