

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?

	CELDT Level	Stage	Skill Area Proficiency
Beginning	1	1	Pre-Production
		2	Early Production
		3	Early Speech Emergence
Intermediate	2	4	Early Intermediate
		5	Intermediate
Advanced	4	6	Early Advanced
		7	Advanced

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 replaced 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.

Meaning-Based Context

- New concept introduced first in contextualized manner, focused on meaning (i.e. universal themes, life experiences), then followed by form (e.g. -grammar, academic language, and application)
- Print-rich environment and resources linked to learning outcomes
- Link to cognitively demanding task, "critical thinking" (e.g. -written responses) &/or culturally responsive materials
- Product-based learning linked to essential concepts, academic language, meaning

Guided Interaction

- Cooperative, flexible grouping (pairs, triads, etc.)
- Cognitively demanding task as focus of interaction & instruction for small & whole group
- Graphic organizers, visuals, meaning-based prompts used to guide student work re: new content, new language use

*Making
Academic Language
Accessible:
Six Key Strategies for
Teachers of English
Learners*

Connections to

Prior Knowledge,

Universal Themes

- Use culturally-responsive themes, prompts, literature or supplemental materials, visuals to engage students
- Quick writes, lists, interactions, responding to visuals, prompts, graphic organizers

Vocabulary & Language

Development

- Identify, highlight and refer daily to essential concepts and key vocabulary
- Connect to prior knowledge: student-accessible synonyms
- Identify & pre-teach standard English demands i.e. Idioms, sentence structure, word order/use, grammar, content-specific tasks or applications

Expert Modeling &

Metacognition

- "Think Alouds" by teacher
- Explicit input of essential concepts, supported with visuals, graphic organizers
- Checking for Understanding
- "Think Time"
- Demonstration
- Review of concepts and learning process,
- Repetition
- Respectfully distinguish through instruction: Differences in students' language use and academic application of standard English

Graphic Organizers

- Use graphics to guide students' attention to modeled input, text, other resources
- Use graphics to highlight elements for students to monitor during reading, writing, problem-solving or direct input
- Use graphics to guide word analysis and vocabulary development

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Toward Academic English: Stages 1 & 2

Stages of Second Language Development

"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)

Stages of L2 Oral Language Fluency	Students have... (related to L2)	Students...	Teachers should... Ideally: Provide parallel instruction for content learning and reading in students' native language AND in English...	"Six Strategies" (reference for coaching, observation, and planning)
BEGINNING Pre-Production CELDLT-1	<ul style="list-style-type: none"> Minimal comprehension (listening to L2) No verbal production 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Provide ample listening opportunities Create a language-rich classroom Create context for shared reading Use physical movement, art, mime, music 	MM; GI GO/V; MBC; V/L All 6 strategies MBC; PK/T; GI; V/L
BEGINNING Early Production CELDLT-1	<ul style="list-style-type: none"> Some comprehension (listening & recognizing to written L2 words) One/two word responses <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Connect students' second language development to meaningful visuals: pictures, illustrated books, abbreviated text <u>VISUALS ARE ESSENTIAL</u> </div>	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	GI; MM MM; GI; V/L MM; GI; V/L; MBC/AA MBC/AA; MM; GI, V/L All 6 strategies

Toward Academic English: Stage 3

Stages of Second Language Development

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Stages of L2 Oral Language Fluency	Students have... (related to L2)	Students...	Teachers should... for content learning and reading in students' native language AND in English	"Six Strategies" (reference for coaching, observation, and planning)
BEGINNING Early Speech Emergence CELD - I	<ul style="list-style-type: none"> • Good comprehension of highly contextualized information • Enough proficiency to speak in simple sentences (with approximations) 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> ✓ 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 MBC/AA; PK/T; V/L; GI MBC/AA; PK/T; MM; GI
<p>Provide practice for recognizing and using grammatical structures in <u>context</u> (i.e. students connect language to meaningful visuals: pictures, illustrated books, abbreviated text)!</p> <p>VISUALS ARE ESSENTIAL!</p>	<p>** <u>Sample elements for explicit ELD:</u></p> <ul style="list-style-type: none"> ✓ Present tense: <i>be, have</i> (<i>She is a teacher. I have a teacher.</i>) ✓ Common nouns related to students' context, plural form, articles <i>a, the</i> (<i>the school</i>); ✓ Adjective placement (<i>small book, brown dog</i>) ✓ Subject pronouns (<i>I, you, it, we, they</i>); object and possessive pronouns ✓ Recognizing high frequency words from school and community context 	<p><u>Reading & writing instruction:</u></p> <ul style="list-style-type: none"> ✓ High frequency words ✓ Additive approach: Begin with L1/L2 sound-symbol and sentence commonalities, then teach L2 differences ✓ Provide English sentence frames + word bank 		

Toward Academic English: Stage 4

Stages of Second Language Development

<p>"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)</p>			
<p>Stages of L2 Oral Language Fluency <u>EARLY</u> <u>INTERMEDIATE</u> CELD T - 2 Late Speech Emergence & Early Intermediate</p> <p>[Note: Reading and writing proficiencies may range from emergent to newly fluent. May be affected by L1 reading proficiency.]</p>	<p>Students have... (related to L2)</p> <ul style="list-style-type: none"> • Good comprehension of contextualized information • Limited proficiency to communicate ideas (with approximations) 	<p>Students...</p> <ul style="list-style-type: none"> • Reproduce familiar phrases • Generate and speak in simple sentences • Make frequent errors in speech • **Begin to acquire grammatical elements • Retell main events in stories • Can read basic vocabulary and • Write simple sentences 	<p>Teachers should... Ideally: Provide parallel instruction for content learning and reading in students' native language AND in English...</p> <p><u>Reading and writing instruction for content learning (reference language skills taught in ELD):</u></p> <ul style="list-style-type: none"> ✓ Ask who, what, where questions (literal); Activities promote production of simple sentences ✓ Increase amount of comprehensible input; Continue to develop and extend recognition vocabulary ✓ Ask questions requiring simple comparisons, descriptions and sequencing of events; provide related lists of words (word walls, word banks) ✓ Use the language experience approach for reading and writing; develop story or response frames linked to themes, content-specific use ✓ ELD - Provide practice for recognizing and using grammatical structures in <u>context</u> abbreviated text) <p>VISUALS ARE ESSENTIAL!</p>
		<p>**Sample elements for explicit ELD:</p> <ul style="list-style-type: none"> ✓ Present progressive response to questions (supported by reference to visuals) (<i>Is she dancing? Yes, she is dancing.</i>) ✓ Past progressive (<i>Was she walking? Yes, she was walking.</i>) ✓ Present tense: <i>be, can, do, have, like, need, want (first and second person: I have books. You have books.)</i> ✓ Articles: <i>a, an</i>; More advanced plural forms: (adding "es": foxes); Quantifiable nouns vs. non-quantifiable: (<i>one book, people</i>) ✓ Subject pronouns: <i>he, she</i>; Object pronouns: <i>her, him, me, us, them</i>; Possessive: (<i>her, his their, our</i>) ✓ Auxiliary verbs: <i>May I go home? Can you show me?</i> ✓ Prepositions of time (<i>before, after</i>); location (<i>in front, behind</i>) 	<p>MBC/AA; PK/T; MM; GI; V/L</p>

Toward Academic English: Stage 5

Stages of Second Language Development

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Stages of L2 Oral Language Fluency	Students have... (related to L2)	Students...	Teachers should... Ideally: Provide parallel instruction for content learning and reading in students' native language AND in English...	"Six Strategies" (reference for coaching, observation, and planning)
<p>INTERMEDIATE CELT-3 [Note: Reading and writing proficiencies may range from emergent to newly fluent. May be affected by L1 reading proficiency.]</p>	<ul style="list-style-type: none"> • Good comprehension of contextualized information • Proficiency to communicate well (with approximations) 	<ul style="list-style-type: none"> • Engage in conversation and produce connected narrative • Interact with native speakers • Make some errors in speech • Read from a variety of texts with scaffolding from teacher • Identify main ideas and details • Can summarize, draw comparisons, define new 	<p><u>Reading and writing instruction for content learning; (reference language skills in ELD):</u></p> <ul style="list-style-type: none"> ✓ 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 <p>VISUALS ARE ESSENTIAL!</p>	<p>MBC/AA: PK/T: V/L MM: V/L MM: GI: V/L MM: GI: V/L MM: V/L</p>
	<p>**Sample elements for explicit ELD:</p> <ul style="list-style-type: none"> ✓ Regular and irregular past tense verbs ✓ Positive/negative use of past tense (<i>Talked, danced, said, did not talk, did not dance, did not say</i>) ✓ Positive/negative questions (<i>Did you...didn't you?</i>) ✓ Future tense - <i>will</i> ✓ Present perfect (<i>have/has + past participle: He has been in school for three years.</i>) ✓ Common idioms ✓ Comparatives (<i>He is shorter than his brother.</i>) ✓ Compound sentences ✓ Possessive nouns, irregular plurals, contractions, directional prepositions(e.g. <i>from, by, through</i>) 			

Toward Academic English: Stage 6

Stages of Second Language Development

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Stages of L2 Oral Language Fluency	Students have... (related to L2)	Students...	Teachers should...	"Six Strategies" (reference for coaching, observation, and planning)
<p>EARLY ADVANCED [Note: Reading and writing proficiencies may range from emergent to newly fluent. May be affected by L1 reading proficiency.] CELT-4</p>	<ul style="list-style-type: none"> • Good comprehension of information • Proficiency to communicate well • Adequate vocabulary to achieve academically in content classes 	<ul style="list-style-type: none"> • Give opinions and reasons • Can summarize, draw comparisons, justify views and behaviors • Use expanded vocabulary • Demonstrate both social and academic understanding of language • Identify main idea and details • Demonstrate ability to use higher order language: e.g. synthesize, analyze, evaluate, persuade, debate and in some cases, explain • Engage in conversation and produce sequential narrative • Develop listening, speaking, reading and writing skills with increased comprehension 	<p><u>Reading and writing instruction for content learning emphasis:</u> <u>(reference language skills in ELD):</u></p> <p>Structure group discussions</p> <p>Provide opportunities for shared reading; variety of genres</p> <p>Steadily increase production of academic language, providing variety of writing opportunities with paragraph or essay frames, word walls, vocabulary logs, "dissecting & defining" words, increasing academic language use (writing genres)</p> <p>Guide use of reference materials and technology; publish writing</p> <p>Ask questions prompt synthesis, analysis and evaluation in oral and written communication</p> <p>VISUALS ARE ESSENTIAL!</p>	<p>MM; GI</p> <p>MM; GI; V/L</p> <p>MBC/AA; MM; V/L</p> <p>MM; GI; V/L</p> <p>MBC/AA; PK/T; GI; V/L</p>
<p>**Sample elements for explicit ELD emphasis:</p> <ul style="list-style-type: none"> ✓ 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 				

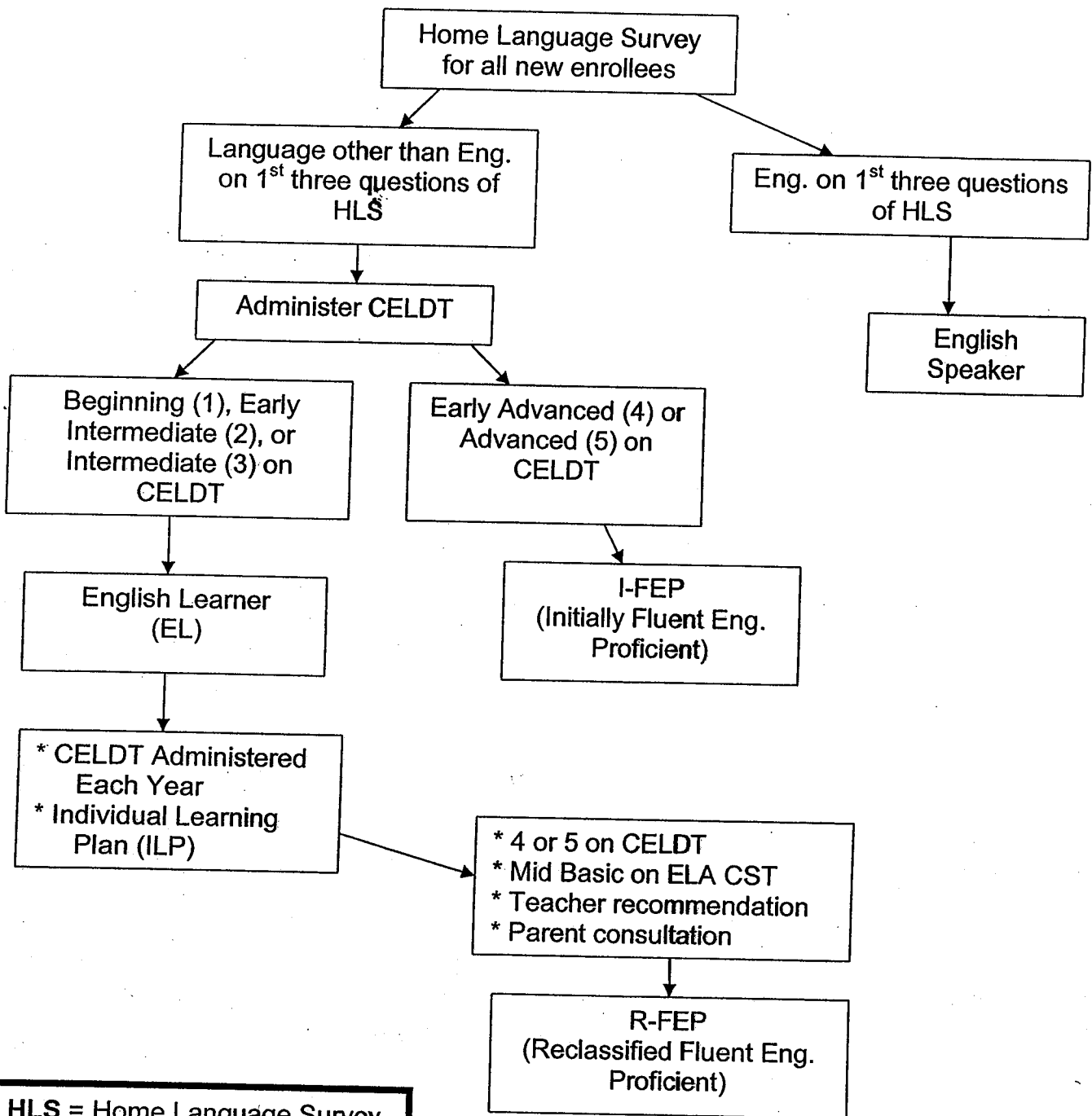
Toward Academic English: Stage 7

Stages of Second Language Development

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Stages of L2 Oral Language Fluency	Students have... (related to L2)	Students...	Teachers should... "Six Strategies" (reference for coaching, observation, and planning)
<p>ADVANCED [Note: Reading and writing proficiencies may range from emergent to newly fluent. May be affected by L1 reading proficiency.] CELT-5</p>	<ul style="list-style-type: none"> • Very good comprehension of information • Heightened proficiency to communicate coherently • Expanded vocabulary to achieve academically • Near native speech fluency 	<ul style="list-style-type: none"> • Comprehend and generate discussions and presentations in social as well as academic setting; content fluency • Read and comprehend grade level texts • Identifies antonyms, synonyms, attaches affixes to known vocabulary, infers meaning • Organize and generate written compositions based on purpose, audience, and subject matter 	<ul style="list-style-type: none"> ✓ Reading and writing instruction for content learning: ✓ Allow students to lead group discussions and participate in student-generated presentations ✓ 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
<p>** Sample elements for SDATE English or redesignated level:</p> <ul style="list-style-type: none"> ✓ 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: 	<ul style="list-style-type: none"> • Respond to and use figurative language and idiomatic expressions appropriately • Prepare and deliver presentations/reports across grade level content that use a variety of sources, purpose, point of view. • Write with an introduction, coherent transitions and appropriate conclusion 	<ul style="list-style-type: none"> ✓ Encourage independent use of reference materials and technology ✓ Provide opportunities for students to synthesize, analyze, and evaluate oral and written communication 	<p>MBC/AA; GI</p> <p>MBC/AA; MM; V/L</p> <p>GI</p> <p>MBC/AA; GI; V/L</p> <p>VISUALS ARE ESSENTIAL!</p>

SAN LORENZO VALLEY UNIFIED SCHOOL DISTRICT ELL IDENTIFICATION PROCESS



HLS = Home Language Survey
CELDT = California Eng. Lang. Development Test
I-FEP = Initially Fluent English Proficient
EL = English Learner
R-FEP = Reclassified Fluent English Proficient
ILP = Individual Learning Plan

What Do All Language Learners Need?

Best Practices	Description
Daily Vocabulary Instruction	3 new words per day Content area words Idioms
Explicit forms of Academic English	<ul style="list-style-type: none"> • Point out to students the difference between formal and informal language. • Post vocabulary in your room.
Bridging from prior knowledge	<ul style="list-style-type: none"> • All students bring prior knowledge. Connect the new learning to their known.
Guided Interaction	<ul style="list-style-type: none"> • Time for students to talk. • Use structures such as Think, Pair, Share or Numbered Heads Together to encourage students to talk and process information • Use graphic organizers and visuals to guide student work
Assessment that informs instruction	<ul style="list-style-type: none"> • Use your assessments to determine your next steps for teaching
Meaningful Content, Thematic instruction	<ul style="list-style-type: none"> • Make sure you link subjects to real life • Content should not be random • Use broad themes
Respect for home language and culture	<ul style="list-style-type: none"> • Create opportunities to honor and celebrate others' cultures.