

English Learner Identifying Characteristics

Emerging (Newcomer-1)	Expanding (2-3)	Bridging (3-4)	Reclassified English Proficient (5+)
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Emerging Newcomer-1	Expanding 2
<p style="text-align: center; color: #0070c0;">(Newcomer: 0-6 months)</p> <p>Characteristics</p> <ul style="list-style-type: none"> -Very little comprehension -No verbal production/relies on primary language -Listening (though not responding) -Possibly repeating what's said -Possibly little or no awareness of print conventions or English characters -Should not be pressured to speak <p>Types of Questions: Teach commands, not questions: Find the... Touch the... Count... Copy... Point to... Circle... Put... Draw/Color... Show me... Listen/Look... Walk to... Underline...</p> <p>Teacher Actions:</p> <ul style="list-style-type: none"> -Consistent visual examples and explicit modeling, circling, highlighting, pointing -Use realia, pictures and physical gestures -Dictate words, phrases, simple sentences -Label objects, procedures, actions -Slow speech; key words repeated <p>Student Actions:</p> <ul style="list-style-type: none"> -Gestures -Copying -Drawing -Matching -Learns greetings, common phrases, letters, numbers, sounds, colors, objects, everyday actions, locations, etc. <p style="text-align: center; color: #0070c0;">(3 months-1 year)</p> <p>Characteristics</p> <ul style="list-style-type: none"> -Limited, though increased comprehension of English -Pronunciation inhibited -Knows basic and very common phrases, survival English -Understands simple questions -Will not necessarily signal confusion <p>Types of Questions: Who, What, Where, When Where is...? What/Who do you see? Which one...? Choose the... What is __doing? Is that a___? (yes/no)</p> <p>Teacher Actions</p> <ul style="list-style-type: none"> -Explicit, visual and verbal modeling of instructions -Includes rhymes, chants, songs -Cloze activities with word bank and sentence frames -Drama, role playing; no pressure to speak -Book making, cartoon frames, story maps; labels words and phrases *When partnering, place in a group of 3 to lower stress -Teach correct sentence structures in Simple Present Tense, Nouns, Verbs and Phrases <p>Student Actions:</p> <ul style="list-style-type: none"> -Yes/No qsts., Naming, Labeling, Listing, Categorizing 	<p>Characteristics</p> <ul style="list-style-type: none"> -Developing everyday communication -Social vocabulary emerges -Limited attempts at academic language -Increased response to questions -Reads basic sight/high frequency words -Reading but may not be comprehending -Writes simple sentences with limited vocabulary -Frequent errors in grammar and conventions <p>Types of Questions: What happened first, second...? Can you show me, tell me...?</p> <p>Encourage practice of past tense verbs: Did you watch TV this weekend? Yes, I watched... No, I didn't watch...</p> <p>Teacher Actions:</p> <ul style="list-style-type: none"> -Explicit visual and verbal modeling of instructions -Listen intently for common language errors -Continue to build a safe space for taking risks -Always frontload and model lessons explicitly -Offer Cloze activities with word bank -Pre-plan for writing tasks (graphic organizers, sentence frames) -Frontload content-specific and idiomatic vocabulary -Partner work with a collaborative student -Check for background knowledge, "Do you know__?" -Check for understanding, "Does that make sense?" Follow up. -Teach correct sentence structures in Simple Present, Past and Future Tense <p>Student Actions:</p> <ul style="list-style-type: none"> -Asks simple questions of a partner with modeling -Orally describe sequence of events in a story -Can deliver short simple presentations with support -Engage verbally each day with instructional routines for speaking and listening -Write about topics that are contextualized and familiar -Grammar and sentence structures -Utilize Sentence Frames

Expanding
3

Characteristics

- Access to core curriculum limited but successful with support
- Able to understand and be understood at a social level
- Appears to understand more than he/she does, academically
- Beginning to use language to meet their *learning* needs
- Utilizing academic terms with support
- Forms simple questions and explanations
- Beginning to use varied verb tenses
- Understands majority of English (age appropriate, in context)
- Uses common, high frequency and academic vocabulary
- Uses connector/transition words

Types of Questions:

- Do you___? (like cats) Yes, I do. No, I don't.
Does he_____? Yes, he does. No, he doesn't.
Did you _____? (feed the cat) Yes, I did. No, I didn't.
Have you___? Has she___?
Would you? Could you? Have you ever..?

Teacher Actions:

- Explicit, visual and verbal modeling of instructions
- Frontload academic vocabulary that is rooted in the content
- Write about topics that are contextualized and familiar to student
- Use sentence frames for speaking and writing
- Develop vocabulary for writing and speaking "When___," "Once in while..." "If...then," "If I could__ I would__"
- Teach correct sentence structures in Simple Present, Past and Future Tense, Compound and Complex Sentences

Student Actions:

- Classifies and gives reasons in simple and some compound sentences
- Describes events/topic using common adjectives
- Outlines topics using time sequence, as well as main idea and supporting details
- Formulates questions
- Compares/contrasts information
- Conducts simple interviews

Bridging
3-4

Characteristics

- Reasoning expressed more fluently
- Criticizes, justifies, persuades with support
- Answers *how* and *why* more readily
- Can predict the outcome of events, makes inferences
- Drafts/edits assignments
- Able to use English as a means for learning in other academic areas, although some errors of conventions are still evident

Teacher Actions

- Frontload academic vocabulary that is rooted in the content
- Write about topics that are contextualized and familiar
- Teach grammar and sentence structures and
- Use sentence frames for speaking and writing
- Teach correct sentence structures in Simple Present, Past and Future Tense, Compound and Complex Sentences, Modals

Student Actions

- Able to produce writing on or near grade-level
- May still struggle with English conventions when translating from first language
- Uses all grammar tenses with varying degrees of accuracy
- Gives oral presentations and collaborates on academic topics
- Conducts in-depth interviews with some grammatical errors

Reclassified English Proficient

Characteristics

- On par with native English-speaking peers
- Can communicate effectively with various audiences
- Students speak, understand, read, write, and comprehend in English without difficulty
- May still hold onto accent and/or switch to L1 with family
- May still need support with development and comprehension of academic or idiosyncratic terms
- May express grammatical errors that appear fossilized

Teacher Actions:

- Modify instruction based on assessment data
- Provide differentiated instruction for all learners
- Use SDAIE strategies to increase access to the core curriculum
- Provide individualized assistance
- Continue modeling correct sentence structures for Compound and Complex Sentences, Modals, Noun, Verb and Adverbial Phrases

Student Actions:

- Can speak on a wide range of familiar and new topics to meet social and academic demands.
- Conducts oral presentations and conducts in-depth interviews
- Writes on a variety of topics and varies word choice to meet the standard

