

LANGUAGE PROFICIENCY STAGE

Starting
Pre-Production
Beginning Entering
Level 1 WMLS-R 1

Emerging
Early BICS
Early Production
Beginning
Level 2 WMLS-R 2

Developing
Intermediate BICS
Speech Emergence
Developing
Level 3 WMLS-R 3

Expanding
Advanced BICS
Intermediate Fluency
Expanding
Level 4 WMLS – R 4

Bridging Ad. BICS /
Emerging CALP
Ad. Fluency Advanced
Level 5 WMLS-R 5 & 6

0 – 6 MONTHS

6 MO. – 2 YR.

2 – 3 YEARS

3 – 4 YEARS

5 + YEARS

for emerging CALP development
(or up to 10 when not receiving native language support)

APPROXIMATE TIME TO PROGRESS THROUGH STAGE

LEARNER CHARACTERISTICS

- * Can be silent for an initial period of time
- * Initially has little or no understanding of English
- * Responds physically (e.g., pointing, matching, drawing) to simple commands, directions and questions
- * Recognizes basic vocabulary and high frequency words
- * May guess at global meanings using context clues, gestures, etc.
- * May begin to speak with few words or imitate the verbalization of others in words or short phrases
- * At higher ends able to generate simple texts but text will include nonconventional features such as inventive spelling, inaccurate grammar, etc.

- * Can understand phrases and short sentences
- * Communicates basic information with memorized phrases, groups of words and formulae.
- * Beginning to use general academic vocabulary and everyday expressions.
- * Expresses basic needs
- * Writes some basic personal information
- * Recognizes words from learned material and environmental print
- * Grammatical forms may include present, present progressive and imperative
- * Reading/writing proficiency varies depending of students' literacy development in L1 and knowledge of alphabet

- * Increased comprehension in context
- * Uses routine expressions
- * Need continued vocabulary development
- * Some basic errors in speech
- * Can respond both orally and in writing
- * May sound proficient but has social/everyday language – NOT academic language
- * May be English dominant
- * Inconsistent use of standard grammatical structures
- * Proficiency in reading depends on prior experiences and knowledge of themes, concepts and genres

- * Very good comprehension
- * More complex sentences
- * Fewer errors in speech
- * Engages in conversation on a variety of topics and skills adequate for daily needs
- * Uses English for learning in content areas
- * MAY SEEM FLUENT BUT STILL NEEDS CALP DEVELOPMENT
- * Vocabulary is specific
- * Can manipulate language to represent their thinking but may have difficulty with abstract academic concepts
- * May have difficulty with grade-level literacy

- * May not be fully English proficient across all domains
- * Vocabulary development, idiomatic language usage, and humor may continue to lag
- * Communicates effectively on a wide range of topics
- * Comprehends concrete and abstract topics
- * Participates fully in all content areas at grade level but may still require curricular adjustments
- * Produces extended interactions to a variety of audiences
- * Increasing understanding of idiomatic and figurative language
- * Has mastered formal and informal language conventions

Listen, point, move, nod, mime, match, draw, select, choose, act out, circle, gesture, yes/no, say names of other students, categorize, respond to commands, repeat

Name, label, group, respond, discriminate, either/or questions, list, categorize, tell/say/answer, yes/no answers, use sound/symbol relationships in known words and read high frequency words

Recall, retell, define, explain, compare, recite, summarize, describe, role-play, restate, contrast, write short paragraph, fill out form, list, underline, provide details,

Create, support, examine, state opinion, give instructions, negotiate meaning, paraphrase, outline and mapping, reading aloud, poetry, plays, read, write, summarize, debate, develop clear thesis, compose narrative and expository text

Analyze, defend, debate, predict, evaluate, justify, hypothesize and synthesize, restate, critique

APPROPRIATE LEARNER RESPONSE

- Show me...?
- Circle the ...?
- Where is...?
- Who has...?
- What is...?
- Point to

- Yes/no questions
- Either/or questions
- Who, what and how many questions
- Tell which
- Name
- Say

- Why...?
- How...?
- Explain...?
- Questions requiring a phrase or short-sentence answers

- What would happen if...?
- How would you...?
- Questions requiring more than a one sentence response

- Decide if...
- Retell...
- Why do you think...?
- Recommend

LEVELED QUESTIONS

TEACHING STRATEGIES

- * Use visuals and pictures
- * Clear speech, emphasize key words, use more pauses between phrases
- * Key words written on board; students may copy as appropriate
- * Modeling
- * TPR (pointing, nodding)
- * Repeat and review
- * Do not use slang words or idioms
- * Use manipulatives
- * Teach writing conventions
- * Illustrate concepts
- * Choral reading

- * Open-ended sentences
- * Open dialogue
- * TPR with verbal responses
- * Ask Who, What, Where questions
- * Simple rhymes
- * New vocabulary in context
- * Language experience
- * Provide interaction with print using word frames, etc.
- * Continue teaching writing conventions
- * Partner and trio reading
- * Role playing
- * Frame questions so answer is embedded as part of the question

- * Group discussion
- * Gather information from charts, tables and graphs
- * Read newspaper ads
- * How, why questions
- * Oral reading by teacher
- * Scaffold texts
- * Use grade appropriate content themes to build English academic content vocabulary
- * Explicitly and systematically teach sentence structures and vocabulary

- * Oral discussions
- * Essay writing
- * Analysis of charts
- * Activities designed to develop higher levels of language comprehension and use in content areas
- * Reading and writing activities incorporated into lessons
- * Model variety of sentence structures and paragraphing
- * Sheltered instruction

- * Continue vocabulary development in all content areas
- * Content-based Instruction
- * Provide authentic practice opportunities to develop fluency and automaticity in communication
- * Teach and scaffold to grade level standards

INSTRUCTIONAL FOCUS: LANGUAGE

- * Construct opportunities for students to show rather than tell what they know
- * Comprehensible Input (e.g. use clear, understandable language, objects, visuals)
- * Build background knowledge

- * Comprehensible Input
- * Vocabulary development
- * Provide extensive practice opportunities and feedback with language use
- * Build background knowledge

- Previous cell plus:
- * Instruction in and repetition of language (phrases, vocabulary, and structures)
 - * Help students acquire conventional features in writing

- Previous cell plus:
- * Opportunities to develop oral fluency in academic language
 - * Building academic vocabulary (e.g. extend vocabulary to include general utility academic words and complex tenses)
 - * Teach metaphoric and figurative language

- Previous cell plus:
- * Opportunities to express abstract concepts
 - * Promote critical analysis and evaluation of meaningful topics

INSTRUCTIONAL FOCUS: READING

- * Assess students' reading skills in five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension and match instruction to students' demonstrated needs

- * Begin instruction in foundational reading skills immediately (e.g. phonemic awareness, phonics, and fluency) – you may begin in L1 or L2 or both

- * Provide instruction in reading with expression, vocabulary and reading comprehension according to student language development using visuals, modeling, and strategic use of native language to develop academic concepts