

Characteristics of English Language Learners

Division	Level 1 Beginning	Level 2 Developing	Level 3 Expanding	Level 4 Bridging	Level 5 Extending
Behaviours					
K - 12	<p>English language learners may:</p> <ul style="list-style-type: none"> be self-conscious and confused; smile hesitantly observe surroundings carefully require buddies rely on first language seek out L1 speakers during breaks experience a silent period respond with one or two words or memorized expressions copy and repeat oral instructions, questions and modeled responses rely on visuals and diagrams to understand and communicate fatigue by midday or be frustrated attending long lectures unaccompanied by visuals and gestures Gr. 1-3: decode or copy English texts with or without understanding Gr. 4-12: read and comprehend texts at pre Grade 1 level relying on picture cues Gr. 4-12: rely on first language translation; e.g., uses peer translation or bilingual dictionary 	<p>English language learner may:</p> <ul style="list-style-type: none"> begin to understand social norms such as eye contact and personal space increase confidence in routine/familiar classroom situations; use visual cues for new routines observe others before attempt at task rely on visuals, drawing pictures and known phrases to understand and communicate participates in most social interactions with peers Gr. 1-3: use picture cues, re-reading, reading ahead, reading over or contextual guessing to understand texts literally Gr. 1-3: copy texts and complete written task with support Gr. 1-3: write about personal experiences using models and sentence starters Gr. 4-12: decode English texts at a higher level than their comprehension level Gr. 4-12: use first language translations 	<p>English language learners may:</p> <ul style="list-style-type: none"> be students that are progressing typically be long term language learners be students that are high oral and low in literacy usually be competent in most everyday social interactions use colloquial and social expressions with ease be silent or reluctant to take risks or be talkative and “sound good” rely on support, visual cues, demonstrations and explicit language instruction on new content have grammar, tense, word choice errors import new words into familiar language structures require significant repetition and practice before adopting new classroom routines support newly arriving first language peers or may listen to first language and respond to parents and peers in English 	<p>English language learners may:</p> <ul style="list-style-type: none"> appear competent in most social and academic situations go back and forth between first language and English or have lost first language and no longer speak or are literate in first language observe and rehearse prior to speaking Gr. 4-12: take risks to communicate ideas in speaking and writing or may prefer to communicate in writing Gr. 4-12: decode at higher level than can comprehend Gr. 4-12: “read to learn” using a variety of context cues and word analysis strategies Gr. 7-12: ask questions about metaphoric language and academic concepts Gr. 7-12: have fossilized grammar or syntax errors have learner strategies and/or intelligence that mask perceived need for ESL assistance Gr. 7-12: no longer wish to be considered ESL Gr. 7-12: use peer tutors 	<p>English language learners may:</p> <ul style="list-style-type: none"> be confident and competent in all social and academic situations with peers and teachers go back and forth between first language and English or have lost first language and no longer speak or be literate in first language understand first language and respond to parents and peers in English use new words in context use a variety of strategies to close language or cultural gaps have native-like English fluency or have accented speech (expected and accepted) use visuals and models to support acquisition of abstract language and concepts Gr. 4-12: use assistive technology or other translation tools strategically Gr. 7-12: no longer wish to be considered ESL Gr. 7-12: seek out tutorial support

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Linguistic					
K -12	<p>English language learners may:</p> <ul style="list-style-type: none"> use one- or two-word survival utterances, pictures, gestures and L1 not write independently read or write survival vocabulary and have limited spoken English 	<p>English language learner may:</p> <ul style="list-style-type: none"> understand basic classroom activities with visual support respond to familiar questions label and use pictures to communicate use basic vocabulary and fragmented speech compile words and phrases for daily living (food, clothing) 	<p>English language learners may:</p> <ul style="list-style-type: none"> respond to the 5W questions using simple sentences (errors may affect meaning) use vocabulary competently for daily living and are beginning to subject specific vocabulary 	<p>English language learners may:</p> <ul style="list-style-type: none"> understand most social conversations without support and academic with some support contribute information on a variety of topics 	<p>English language learners may:</p> <ul style="list-style-type: none"> use English confidently and competently for academic purposes and to solve problems may fluently switch between first and second language speak fluently and may have first language influence vocabulary development is crucial to academic learning
1-3	<ul style="list-style-type: none"> draw pictures copy without understanding be able to name some letters 	<ul style="list-style-type: none"> know some words and phrases associated with academic subjects be able to write independently begin to develop sentence sense 	<ul style="list-style-type: none"> experiment with synonyms and antonyms write simple sentences (with errors) 	<ul style="list-style-type: none"> respond to hypothetical questions use academic vocabulary in context 	<ul style="list-style-type: none"> use academic vocabulary in a wider variety of familiar contexts understand humour and figurative language and write a variety of texts at developmental level
4-6	<ul style="list-style-type: none"> decode and understand the meaning of some sight words 	<ul style="list-style-type: none"> imitate/copy phrase and sentence patterns have sight vocabulary of functional words be able to name letters and know most corresponding sounds use some conventions (such as capital letters and periods) 	<ul style="list-style-type: none"> experiment with longer, complex sentences and basic paragraphs begin writing for academic purposes be aware of importance of writing conventions and are improving in their use 	<ul style="list-style-type: none"> be intentionally learning 'specialized' vocabulary associated with subject areas select specific words to achieve purpose 	<ul style="list-style-type: none"> use academic vocabulary in wider variety of context-reduced situations understand humour and figurative language vary sentence structure to achieve purpose in a variety of texts
7-9 10-12			<ul style="list-style-type: none"> use complex sentences, more descriptive vocabulary and appropriate conventions 	<ul style="list-style-type: none"> use sentence variety and word choice to develop personal style and voice use conventions with increasing accuracy 	<ul style="list-style-type: none"> write a variety of well-organized and unified texts use complex sentences use conventions consistently and accurately