

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

**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

