

**LAS Links Level I
Beginner/Pre-Production**

<p>Student Learning Characteristics</p>	<ul style="list-style-type: none"> • Understands very little English • Stage lasts 6 months to one year, typically • May not talk at all – “silent period” • Is learning basic conversation and instructions such as <i>hello, how are you, sit down, line up, color, ...</i> • Is beginning to speak in one- and two-word phrases • May have cultural conflicts or misunderstandings
<p>Questioning Techniques</p>	<ul style="list-style-type: none"> • Ask yes or no questions, e.g., <i>Is this a ...? Does this ...?</i> • Use “point to,” “circle,” “find,” “show me,” “draw,” “match” • Ask student to group/characterize objects
<p>Specific Teaching Strategies for Level I</p>	<ul style="list-style-type: none"> • Teach basic survival English, such as <i>bathroom, lunch, home, etc.</i> • Help the student to learn the classroom and school routines • Use visuals, such as pictures, gestures and pointing • Provide models for tasks • Provide very clear directions, one step at a time • Create “I need” cards for student to hold up when he/she needs something • Use a student buddy, if possible someone with the same language • Label objects around the room and around the school in English and other languages • Provide books and audiobooks in native language • Use bilingual picture dictionary and have student create personal illustrated dictionaries • Be patient, give the student time to adjust • Avoid idioms, slang, jargon

LAS Links Level 2
Early Intermediate/Early Production

<p>Student Learning Characteristics</p>	<ul style="list-style-type: none"> • Understands most basic directions • Stage lasts 6 months to one year, typically • Can respond with one- or two-word answers • Uses English vocabulary that is very limited • Probably understands more than he/she can express • May have cultural conflicts or misunderstandings
<p>Questioning Techniques</p>	<ul style="list-style-type: none"> • Ask literal questions – who, when, where, what • Ask questions with 1-3 word answers • Ask questions with an either/or option • Ask student to list, name, tell which, categorize, draw, label, create
<p>Specific Teaching Strategies for Level 2</p>	<ul style="list-style-type: none"> • Provide sentence frames • Use a student buddy, if possible someone with same language • Teach explicit phonemic awareness, phonic rules and skills • Use visuals, graphic organizers, picture cues, models • Label objects around the room and around the school in English and other languages • Provide books and audiobooks with patterned sentence structure and pictures • Provide books and audiobooks in the native language • Use bilingual picture dictionary and have student create personal illustrated dictionaries • Corrections for grammar and spelling can be done after the student has finished his/her writing • Provide modified or shortened text for reading assignments • Provide extended time for tasks, assignments, projects • Give the student a picture story without words and provide some basic vocabulary that goes with this story; Ask the student to write a sentence or so to describe each picture, then make a story • Help student make frequent connections to prior learning • Make references easily available (word walls, posters, etc.) • Avoid idioms, slang, jargon

LAS Links Level 3
Intermediate/Speech Emergence

<p>Student Learning Characteristics</p>	<ul style="list-style-type: none"> • Understands most conversational English vocabulary, but not necessarily academic vocabulary • Stage lasts one to two years, typically • Speaks in simple sentences and has some incorrect grammar usage • May not understand spoken or written English with complicated sentence patterns • May not understand many idioms and homonyms • May not grasp underlying meanings in a text because of vocabulary
<p>Questioning Techniques</p>	<ul style="list-style-type: none"> • Ask how and why questions • Check for understanding by asking student to tell you what something means • Check for understanding by asking student to explain the assignment to you • Ask student to tell about, describe, explain • Ask student to explain similarities and differences
<p>Specific Teaching Strategies for Level 3</p>	<ul style="list-style-type: none"> • Use bilingual picture dictionary • Use visuals, graphic organizers, picture cues, models • Teach explicit phonemic awareness, phonic rules and skills through all grade levels • Encourage student to use full sentences • Make modifications to assignments and tests, so the student will not be overwhelmed • Provide modified or shortened text • Provide student with content learning objectives with simple language • Explain idioms and homonyms • Help with writing skills, especially grammatical structure • Provide sentence frames showing use of transition words • Provide sentence and answer frames • Anticipate & help distinguish two-word/phrasal verbs – e.g., <i>UP: give up, put up with, bring up (raise a topic, <u>or</u> raise a child), make up (a test or assignment, <u>or</u> after an argument, <u>or</u> beauty products), stay up, listen up, speak up, turn up, start up, hook up (technology), lighten up, keep up (with), “batter up”</i> – there are many of these! • Help student make frequent connections to prior learning • Make references easily available (word walls, posters, glossaries, vocabulary lists, etc.) • Provide extended time for tasks, assignments, projects • Include connections relevant to ELL, not only to “norm” culture

LAS Links Levels 4 & 5
Proficient & Above Proficient/Intermediate & Advanced Fluency

<p>Student Learning Characteristics</p>	<ul style="list-style-type: none"> • Speaks in fluent sentences using standard grammar • May demonstrate some awkward use of complex constructions or higher level transition words and other advanced vocabulary • May have difficulty understanding content-area materials where a high degree of literacy is required • Has limited understanding of less commonly used words, idioms, homonyms • May have reading and writing skills below those of native English speaking students • May not grasp underlying subtle meanings in a story because of vocabulary • Stages 4 & 5 last three to five years, typically
<p>Questioning Techniques</p>	<ul style="list-style-type: none"> • Ask how and why questions • Check for understanding by asking student to tell you what something means • Ask student to tell about, describe, explain • Ask student to explain similarities and differences • Ask student to tell... <ul style="list-style-type: none"> - <i>What would happen if...?</i> - <i>Tell me as much as you can about...</i> - <i>Why do you think...?</i> - <i>What would you recommend...?</i>
<p>Specific Teaching Strategies for Levels 4 & 5</p>	<ul style="list-style-type: none"> • Continue to make modifications to assignments and tests if necessary • Check for understanding of academic vocabulary • Give the student a list of target words for each unit of study • Help with writing skills, including editing, especially syntax and word usage • Encourage use of English dictionary as well as bilingual dictionary to expand vocabulary • Explicit instruction on function words (e.g., <i>however, moreover, whereas</i>) • Since parents may not be able to help with homework, encourage student to get help at school (i.e., peer tutoring or after school support, if available) • Make references easily available (word walls, posters, vocabulary lists, handouts, etc.)