

# Simple Strategies for English Language Learners

ELD Level	Characteristics of the Learner	Classroom Language Demands w/o using SIOP Strategies	Tips for Teaching
<b>1</b>	<ul style="list-style-type: none"> <li>▪ Negligible academic language</li> <li>▪ Not ready to actively produce language, single word and gesture responses</li> <li>▪ 0-1,000 receptive word vocabulary</li> </ul>	<p>Impossible 0 to 2% accuracy 0-1 year English acquisition time</p>	<ul style="list-style-type: none"> <li>• <b>Uses manipulatives, visuals, realia, props, games</b></li> <li>• <b>Create climate of acceptance/respect that supports acculturation</b></li> <li>• Use cooperative learning groups</li> <li>• Require physical response to check comprehension</li> <li>• Display print to support oral language</li> <li>• <b>Model activities for students'</b></li> <li>• <b>Use hands-on activities</b></li> <li>• Use bilingual students as peer helpers</li> <li>• Adjust rate of speech to enhance comprehension</li> <li>• Ask yes/no questions</li> <li>• Ask students to show/point/draw</li> <li>• <b>Teach content area vocabulary/terminology</b></li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>▪ Very Limited academic language</li> <li>▪ Short phrases, many mistakes in grammar</li> <li>▪ 1,000-6,000 word vocabulary</li> <li>▪ Learning BICS</li> </ul>	<p>Extremely Difficult 5 to 18% accuracy 1-2 year English acquisition time</p>	<ul style="list-style-type: none"> <li>• Continue Stage 1 Strategies PLUS:</li> <li>• <b>Simplify language/not content</b></li> <li>• Lessons designed to motivate students to talk</li> <li>• Ask students questions that require one/two responses - Who? What? Which one? How many?</li> <li>• <b>Lessons expand vocabulary</b></li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>▪ Limited academic language</li> <li>▪ Simple sentences</li> <li>▪ Responds orally and in written form</li> <li>▪ Up to 7,000 word vocabulary</li> <li>▪ Reading, writing, speaking and listening skills will be more decontextualized and abstract.</li> </ul>	<p>Difficult 34 to 67% accuracy 2-3 year English acquisition time</p>	<ul style="list-style-type: none"> <li>• Continue Stages 1 &amp; 2 PLUS:</li> <li>• List and review instructions step-by-step</li> <li>• Build on students' prior knowledge</li> <li>• Incorporate more reading and writing</li> <li>• <b>Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses</b></li> </ul>
<b>3/4</b>	<ul style="list-style-type: none"> <li>▪ Between 7,000 and 12,000 word vocabulary</li> </ul>	<p>Manageable to Difficult 68 to 81% accuracy 3-4 year acquisition time</p>	<ul style="list-style-type: none"> <li>• Continue Stage 3 Strategies PLUS add Stage 4 as appropriate</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>▪ Fluent academic language</li> <li>▪ Can communicate thoughts</li> <li>▪ Can produce connected narrative</li> <li>▪ Up to 12,000 word vocabulary</li> <li>▪ Functions somewhat on an academic level with peers.</li> </ul>	<p>Manageable 82 to 95% accuracy 3-5 year acquisition time</p>	<ul style="list-style-type: none"> <li>• Have students brainstorm list, web, use graphic organizers</li> <li>• <b>Ask questions soliciting opinions, judgment, explanation (more why and how questions)</b></li> <li>• Introduce figurative language</li> <li>• <b>Develop more academic language (oral /written)</b></li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>▪ Advanced academic language</li> <li>▪ Beyond 12,000 word vocabulary</li> <li>▪ Functions on an academic level with peers</li> <li>▪ Exit from ELL Services</li> </ul>	<p>Very Easy 98 to 100% accuracy 5-7 year acquisition time</p>	<ul style="list-style-type: none"> <li>• Continue Stages 1-4 Plus:</li> <li>• <b>Incorporate note-taking skills</b></li> <li>• Demonstrate how to verify answers (oral/written)</li> <li>• Expand figurative language (idioms)</li> <li>• <b>Study Skills</b></li> <li>• <b>Test-taking skills</b></li> </ul>

## Important Note - Student need to "SWRL" every day in every class

The domains of language acquisition, **Speaking, Writing, Reading and Listening** need to be equally exercised across content areas **daily**. Assuring that students are using all domains of language acquisition to support their English language development is essential.