

# Understanding English Language Learner Levels: A Classroom Teacher's Guide

Level 1 Entering Level	Level 2 Beginning Level	Level 3 Developing Level	Level 4 Expanding Level	Level 5 Bridging Level
<b>Levels of English Language Learners</b>				
<ul style="list-style-type: none"> <li>Require a period of time to simply listen and take in the language</li> <li>Produce one or two word utterances eventually</li> <li>Comprehend spoken English before speaking, reading, or writing</li> <li>Respond to simple questions with gestures and yes/no</li> </ul>	<ul style="list-style-type: none"> <li>Produce simple expressions in isolated phrases or fragments</li> <li>Produce errors in speaking and writing that often impede communication</li> <li>Begin to comprehend simple stories and academic texts with adequate support</li> <li>Comprehend through listening far more than they are able to explain verbally or in writing</li> <li>Need to build vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Carry on basic social conversations with relative ease; however ability to communicate about academic concepts is still limited</li> <li>Speak in complete sentences with frequent grammatical errors, but mistakes do not always interfere with understanding the message</li> <li>Need much support to comprehend academic reading materials as well as to produce spoken and written language</li> </ul>	<ul style="list-style-type: none"> <li>Comprehend more challenging academic material</li> <li>Communicate on academic topics, with teacher support</li> <li>Utilize expanded vocabulary, but still have gaps and a need for greater sophistication</li> <li>Speak in fragments when conversing on academic topics, to a greater degree than would fluent English speakers, but are generally understood</li> <li>Need explicit instruction and support to produce quality academic writing</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate English skills that are almost on a par with classmates who speak English fluently</li> <li>Utilize academic vocabulary with greater skill and sophistication</li> <li>Tackle complex academic topics and texts on grade level with minimal support</li> <li>Monitor learning with greater ease and increasingly utilize comprehension strategies effectively</li> <li>Benefit from support, particularly in writing</li> </ul>
<ul style="list-style-type: none"> <li>Students typically move out of this level quickly, i.e., within a month or two</li> </ul>	<ul style="list-style-type: none"> <li>Students typically will need several months or up to a year in this level</li> </ul>	<ul style="list-style-type: none"> <li>Students typically remain in this level for a year or two</li> </ul>	<ul style="list-style-type: none"> <li>Students typically require up to a year or two in this level</li> </ul>	<ul style="list-style-type: none"> <li>Students typically require up to a year or two in this level</li> </ul>
<b>Receptive Skills: What a Student Can Do</b>				
<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>One-step commands</li> <li>One-step directions</li> <li>Yes/No questions</li> <li>Simple WH-questions</li> <li>Simple statements</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Multiple-step commands</li> <li>Multiple-step directions</li> <li>Basic questions</li> <li>More than one statement</li> <li>High frequency content vocabulary</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Basic conversational language</li> <li>Most questions</li> <li>Some specific content vocabulary</li> <li>Basic written text</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Most conversational language</li> <li>Some figurative and idiomatic language</li> <li>Some technical language</li> <li>Various complex sentence structures both oral and written</li> </ul>	<p><b>Understand:</b></p> <ul style="list-style-type: none"> <li>Academic and social language approaching the level of peers</li> <li>Most figurative and idiomatic language</li> <li>Most technical language</li> </ul>

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<b>Productive Skills: What a Student Can Do</b>				
<ul style="list-style-type: none"> <li>Respond physically</li> <li>Use gestures</li> <li>Point</li> <li>Choose</li> <li>Match</li> <li>Label</li> <li>Copy</li> <li>Mimic</li> <li>Draw</li> <li>Repeat</li> <li>Sort/Categorize</li> <li>Memorize</li> <li>Follow one-step commands and directions</li> </ul> <p><b>Produce:</b></p> <ul style="list-style-type: none"> <li>Responses to yes/no and simple WH-questions</li> </ul>	<ul style="list-style-type: none"> <li>Identify</li> <li>Sequence</li> <li>Organize</li> <li>Restate/Retell</li> <li>Compare/Contrast</li> <li>Recite list using one word or simple phrases</li> <li>Follow multiple-step commands and directions</li> </ul> <p><b>Produce:</b></p> <ul style="list-style-type: none"> <li>Simple questions</li> <li>Responses to simple questions</li> </ul>	<ul style="list-style-type: none"> <li>Estimate</li> <li>Participate</li> <li>Discuss</li> <li>Classify</li> <li>Take simple notes</li> <li>Give simple summaries</li> <li>Gather information</li> <li>Edit at basic level</li> <li>Interview</li> <li>Draw conclusions</li> <li>Read materials on familiar topics</li> <li>Brainstorm</li> <li>Demonstrate</li> <li>Predict</li> <li>Present</li> </ul> <p><b>Produce:</b></p> <ul style="list-style-type: none"> <li>Basic conversational language</li> <li>Most questions</li> <li>Some specific content vocabulary</li> <li>Basic written text</li> </ul>	<ul style="list-style-type: none"> <li>Apply</li> <li>Clarify</li> <li>Define</li> <li>Edit</li> <li>Expand</li> <li>Interpret</li> <li>Modify</li> <li>Paraphrase</li> <li>Differentiate</li> <li>Infer</li> <li>Reflect</li> <li>Research</li> <li>Summarize</li> <li>Read academic material with support</li> </ul> <p><b>Produce:</b></p> <ul style="list-style-type: none"> <li>Varied conversational language</li> <li>Limited figurative and idiomatic language</li> <li>Specific and some technical language</li> <li>Some complex sentence structures, both oral and written</li> </ul>	<ul style="list-style-type: none"> <li>Analyze</li> <li>Debate</li> <li>Defend</li> <li>Evaluate</li> <li>Justify</li> <li>Negotiate</li> <li>Revise</li> <li>Self monitor</li> <li>Synthesize</li> <li>Read academic material approaching the level of peers</li> </ul> <p><b>Produce:</b></p> <ul style="list-style-type: none"> <li>Academic and conversational language approaching the level of peers</li> <li>Some figurative and idiomatic language</li> <li>Technical language</li> <li>Complex sentence structures, both oral and written, approaching the level of peers</li> </ul>
<b>Instructional Techniques: What a Teacher Can Do</b>				
<ul style="list-style-type: none"> <li>Use visual resources (e.g., pictures, picture dictionaries, diagrams, real item, graphic organizers)</li> <li>Encourage physical responses</li> <li>Teach key vocabulary words</li> <li>Teach words used to instruct (e.g., point, match)</li> <li>Model</li> <li>Give explicit examples</li> <li>Use manipulatives</li> <li>Assign peer buddies</li> </ul>	<p><b>Level 1 Techniques AND:</b></p> <ul style="list-style-type: none"> <li>Increase wait time</li> <li>Modify the content prioritizing key ideas in assignments, tests, and other assessments</li> <li>Allow extra time on assignments, tests, and other assessments</li> <li>Use computers or other technology</li> <li>Work in small groups</li> </ul>	<p><b>Levels 1 and 2 Techniques AND:</b></p> <ul style="list-style-type: none"> <li>Include prereading activities to increase comprehension</li> <li>Preteach vocabulary and key words</li> <li>Provide study guides and outlines prior to lessons</li> <li>Summarize learning</li> <li>Modify assessments</li> <li>Activate prior knowledge</li> <li>Include tape recording open book tests, and journaling</li> <li>Use cooperative learning activities</li> </ul>	<p><b>Levels 1 to 3 Techniques AND:</b></p> <ul style="list-style-type: none"> <li>Introduce some complex and technical vocabulary</li> <li>Highlight complex grammatical patterns in reading and writing</li> <li>Emphasize cognitive comprehension strategies</li> <li>Begin to reduce scaffolding whenever possible</li> <li>Use more complex cooperative learning activities</li> </ul>	<p><b>Levels 1 to 4 Techniques AND:</b></p> <ul style="list-style-type: none"> <li>Present complex and technical vocabulary</li> <li>Provide scaffolding only when and where necessary</li> <li>Set expectations approaching level of peers</li> </ul>