

Starting (Beginner)

- ★ Come with funds of knowledge & rich linguistic contexts
- ★ Use minimal language
- ★ Need to fully engage by listening to peers & teacher
- ★ Acquire language faster than other levels
- ★ Receptive skills develop more rapidly than productive skills
- ★ Need a bilingual bridge peer (NOT a translator)

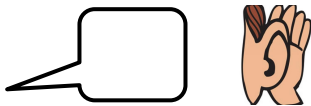
Emerging (Beginner)

- ★ Need practice listening to teacher & peers
- ★ Support language production
 - Targeted vocabulary instruction
 - Verbal scaffolding
 - modeling, restating, & extending academic discourse
 - Frequent checks for understanding

Developing (Intermediate)

- ★ Competence with basic conversations skills & essential academic vocabulary
- ★ Need support to figure out what language to use
- ★ Provide scaffolds by envisioning what students will be able to do in the future & then provide the just in time support

Define the "Think" in Think-Pair-Share!
summarize, question, evaluate, solve, revoice, repeat, predict, generate an opinion or ...?



Translanguaging!
Multilinguals work using their entire repertoire rather than one language at a time.

Agency & autonomy are needed to develop language at a high level

Expanding (Advanced)

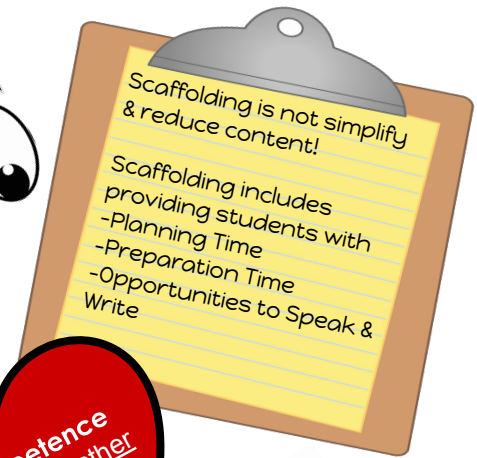
- ★ Rate of language acquisition slows down or hits a plateau
- ★ Cooperative learning is most powerful
 - Students have language skills to participate in deep conversations
- ★ Ready to become self-directed learners!

Students need more **COMPLEX** visual representations to enhance language skills!



Growing Language & Literacy

by Andrea Honisgdfeld



Multi-Competence or Plurilinguism rather than Native-Like or Error Free



Bridging (Advanced High)

- ★ Experience gaps in one or more domains
 - Caution with rapid speech!
- ★ Need continued support & practice to expand language skills
- ★ Should be challenged linguistically!

Do NOT replace home languages. Use home languages & English!