

## ELD Language Supports by Language Level

ELD Level	
Emerging	<ul style="list-style-type: none"> <li>● Teachers should develop a culture of risk and respect in the classroom - honor silence and encourage risk-taking with language</li> <li>● Be sure to value students' native language - encourage students to use their L1 as a scaffold to learning English</li> <li>● Try to connect to prior knowledge and form connections between the content and their experiences</li> <li>● Encourage students to use concrete visuals and realia</li> <li>● Point and use nonverbal expression gestures to signal meaning</li> <li>● Use sentence frames and complete sentences</li> <li>● Use paragraph frames</li> <li>● Demonstrate clear, precise language models</li> <li>● Read aloud a range of informational and narrative texts</li> <li>● Use graphic organizers with language supports</li> <li>● Avoid using lots of figurative language without explanation</li> <li>● Use precise language with apposition (define in context when used)</li> <li>● Use cognates - words with similar pronunciation, spelling, meaning from primary language to English</li> <li>● Have students pair share</li> <li>● Be sure to chunk content (oral and written) - stop and discuss frequently</li> <li>● Encourage inquiry - through hands-on, minds-on experiences</li> <li>● Provide opportunities for students to work with peers with similar needs and interact with a range of language levels</li> <li>● Help students articulate key details and process big ideas</li> </ul>
Expanding	<ul style="list-style-type: none"> <li>● Develop a culture of respect and rigor - expect students to use academic English for a range of experiences and demonstration of content knowledge</li> <li>● Value their native language - make connections to English but expect the use of academic English</li> <li>● Generate prior knowledge - build their knowledge base through exposure to more challenging, abstract content</li> </ul>

	<ul style="list-style-type: none"> <li>● Use sentence frames - a wide range for common language functions</li> <li>● Use a range of graphic organizers to demonstrate a variety of thinking processes</li> <li>● Read aloud a range of texts</li> <li>● Use multi-media - different perspectives and representations</li> <li>● Introduce and explain figurative language</li> <li>● Use a range of academic vocabulary words in context</li> <li>● Chunk texts - pause and have students think, talk, and write frequently</li> <li>● Encourage engaging and interactive inquiry</li> <li>● Allow for small group work - explicitly teach groups norms and processes toward independence</li> <li>● Expect students to articulate big ideas and concepts supported with evidence</li> </ul>
Bridging	<ul style="list-style-type: none"> <li>● Develop a culture of respect and academic rigor - expect high levels of content knowledge development and strong academic English</li> <li>● Value their native language - celebrate bilingualism, and expect the use of strong academic English</li> <li>● Connect to prior knowledge - build a wide range of complex background knowledge</li> <li>● Cue words for common language functions - limit full sentence frames</li> <li>● Use self-generated and provide graphic organizers</li> <li>● Use figurative language in context</li> <li>● Use a range of vocabulary, such as similes, and explicitly discuss nuances</li> <li>● Emphasize personal reading behaviors - note-taking, annotating text, and asking questions</li> <li>● Encourage inquiry - verbalize a range of perspectives</li> <li>● During small group work, have students take ownership of the work and interaction</li> <li>● Expect students to articulate a range of big ideas and concepts for a text and explore content across sources as evidence to draw final conclusions</li> </ul>