school differences **Assessed for** students possess between native Similarities & transference potential when they enter Competencies LANGUAGE NATIVE that?" support Substantia please repeat "Would you "I think.." **EMERGING** support "I agree with X, but..." Moderate **EXPANDING** good point. I still X, and that's a "I heard you say because..." think Y though, Light support **BRIDGING** 2012 Profiency Level Descriptors All language throughout users engage LANGUAGE **LEARNING** LIFELONG

EL Development as a Continuum

"All levels capable of high-level thinking can engage in complex, cognitively demanding social and academic activities requiring language as long as they are provided appropriate linguistic support."

(ELD Standards 2012. p.6)

Strategies

highlighted

language &

- Preview/Review
- Exemplars
- Response Frames
- Communication Objectives
- Purposeful Grouping
- Specific Feedback to avoid fossilized errors
- 10/2/2
- Word Banks