

English Language Acquisition Framework

Introduction:

Acquiring a new language is an integrated whole rather than separate skill components. Instruction must take into account students' background knowledge, *culture*, learning styles and linguistic growth. Instruction should be age and grade level appropriate. *Language acquisition* is a lengthy process that requires considerable teacher and staff support.

This **English Language Acquisition Framework** was developed for English language learners in K-12. It is designed to assist teachers in moving *English language learners* (ELL) to fluency in English. The use of this framework is mandatory in all Arkansas classrooms where an *ELL* student is present, at any grade level, K-12, and will be used as the basis of the English acquisition assessment required by the "No Child Left Behind" Act. This document applies to all areas of instruction.

Italicized words are in the glossary.

Arkansas Department of Education

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English Language Acquisition Framework

Strand 1: Listening

The student continually develops listening through a variety of informal and formal opportunities.

Pre-production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the *silent period*. During the pre-production stage, teachers should encourage, not force, the students to participate in activities.

K-12 Student Learning Expectations

- L.PP.1. Points to familiar objects as they are named or described.
- L.PP.2. Responds to simple action words.
- L.PP.3. Responds to directions and questions with appropriate physical action or in *primary language*.
- L.PP.4. Demonstrates comprehension of oral instructions (e.g., match or draw a picture).
- L.PP.5. Demonstrates understanding of time, money, colors, calendar, weather, and holidays.
- L.PP.6. Recognizes letter/sound association.

Strand 1: Listening

The student continually develops listening through a variety of informal and formal opportunities.

Early Production: Students begin to express themselves in English and to respond to questions with single words or short phrases. During the early-production stage, teachers should encourage, not force, the students to participate in activities.

- L.EP.1. Categorizes objects by listening to oral directions.
- L.EP.2. Draws a developmentally appropriate picture following oral directions.
- L.EP.3. Listens to stories from a variety of *genres/authors*.
- L.EP.4. Demonstrates phonemic awareness (e.g., letter/sound association).
- L.EP.5. Participates in conversations with peers.
- L.EP.6. Retells/dramatizes simple stories.
- L.EP.7. Adjusts to different speakers (e.g., media, teachers).

English Language Acquisition Framework

Strand 1: Listening

The student continually develops listening through a variety of informal and formal opportunities.

Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.

- L.Pro.1. Follows multiple-step directions.
- L.Pro.2. Makes visual representation from oral information.
- L.Pro.3. Identifies the main idea and some details from oral stories.
- L.Pro.4. Identifies common elements and/or themes from oral stories and/or poems.
- L.Pro.5. Takes simple dictation.
- L.Pro.6. Recognizes common homonyms (e.g., ate, eight).

Strand 1: Listening

The student continually develops listening through a variety of informal and formal opportunities.

Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.

- L.SE.1. Listens to stories and creates new endings.
- L.SE.2. Categorizes objects by listening to oral directions.
- L.SE.3. Draws a developmentally appropriate picture following oral directions.
- L.SE.4. Identifies key concepts and details from stories and information.
- L.SE.5. Takes dictation, recognizing grade-level words.

English Language Acquisition Framework

Strand 1: Listening

The student continually develops listening through a variety of informal and formal opportunities.

Intermediate Fluency: Students function in normal conversation, but have not fully acquired *academic language* in English.

- L.IF.1. Responds appropriately to inferred meaning as expressed by intonation, rhythm or stress.
- L.IF.2. Identifies multiple word meanings and *idiomatic expressions*.
- L.IF.3. Responds appropriately to humor such as jokes and riddles.
- L.IF.4. Demonstrates understanding of oral English of challenging content (e.g., television news, weather reports, documentaries, riddles).
- L.IF.5. Follows *sequence of events* and reaches conclusion.
- L.IF.6. Identifies point of view from an oral reading.
- L.IF.7. Takes dictation, recognizing grade-level words with appropriate spelling.
- L.IF.8. Recognizes literal and figurative meanings.

English Language Acquisition Framework

Strand 2: Speaking

The student becomes an increasingly effective speaker of English, able to communicate in ever widening contexts.

Pre-production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the *silent period*. During the pre-production stage, the teacher should encourage, not force, the students to participate in activities.

- S.PP.1. Uses simple phrases to negotiate meaning.
- S.PP.2. Responds to simple questions with gestures (if in *silent period*) or one to two word responses.
- S.PP.3. Names familiar objects, (e.g., classroom items).
- S.PP.4. Answers basic questions about self (e.g., name, grade).
- S.PP.5. Uses common social greetings.

Strand 2: Speaking

The student becomes an increasingly effective speaker of English, able to communicate in ever widening contexts.

Early Production: Students begin to express themselves in English and respond to questions with single words or short phrases. During the early-production stage, the teacher should encourage, not force, the students to participate in activities.

- S.EP.1. Expresses likes, dislikes and needs.
- S.EP.2. Describes objects.
- S.EP.3. Participates in familiar rhymes, songs and choral readings.
- S.EP.4. Answers "Who, What, When, Where" questions.
- S.EP.5. Practices simple conversations with peers or adults about topics of shared interest.

English Language Acquisition Framework

Strand 2: Speaking

The student becomes an increasingly effective speaker of English, able to communicate in ever widening contexts.

Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.

- S.Pro.1. Participates in oral group performances, class discussions, and sharing.
- S.Pro.2. Answers questions in short complete sentences.
- S.Pro.3. Expresses a simple point of view or opinion.
- S.Pro.4. Gives a short informal oral presentation.
- S.Pro.5. Gives simple directions to complete a task.
- S.Pro.6. Retells a simple story that has been read aloud.
- S.Pro.7. Recounts an activity or event.

Strand 2: Speaking

The student becomes an increasingly effective speaker of English, able to communicate in ever widening contexts.

Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.

- S.SE.1. Retells a story recalling characters, events, setting, conflict and resolution.
- S.SE.2. Answer "how" and "why" questions with supporting details.
- S.SE.3. Responds/summarizes orally to age-appropriate literature.
- S.SE.4. Gives instructions for basic activity (e.g. ballgame).
- S.SE.5. Participates in academic discussion using appropriate vocabulary and gives a 3 to 5 minute expository speech.
- S.SE.6. Retells stories using appropriate vocabulary and sequence.
- S.SE.7. Answers questions in complete sentences using main idea and some supporting details.

English Language Acquisition Framework

Strand 2: Speaking

The student becomes an increasingly effective speaker of English, able to communicate in ever widening contexts.

Intermediate Fluency: Students function in normal conversation, but have not fully acquired academic language in English.

S.IF.1. Asks questions to clarify understanding and responds to the questions of others.

S.IF.2. Uses idiomatic expressions and figurative language.

S.IF.3. Exhibits English language proficiency commensurate with grade level.

S.IF.4. Initiates and participates in conversations with peers and adults using language appropriate to situation, participants and topics.

S.IF.5. Explains and supports point of view with facts.

S.IF.6. Uses a variety of verbal and non-verbal strategies to convey meaning, self-monitor and self-correct communication breakdowns.

English Language Acquisition Framework

Strand 3: Reading

The student becomes a reader who employs appropriate strategies and skills to construct meaning from increasingly complex English print.

Pre-production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the *silent period*. During the pre-production stage, the teacher should encourage, not force, the students to participate in activities.

- R.PP.1. Demonstrates the correct position of the books and tracks reading left to right and top to bottom.
- R.PP.2. Sequences pictures after listening to a familiar text.
- R.PP.3. Follows along in a story while listening to a tape.
- R.PP.4. Matches pictures to simple words.
- R.PP.5. Uses illustrations and prior experience to help predict and bring meaning to text.
- R.PP.6. Decodes words using phonics.
- R.PP.7. Matches simple words to their spellings.
- R.PP.8. Reads short sentences and simple paragraphs.
- R.PP.9. Identifies both case letter names of the alphabet.

Strand 3: Reading

The student becomes a reader who employs appropriate strategies and skills to construct meaning from increasingly complex English print.

Early Production: Students begin to express themselves in English and respond to questions with single words or short phrases. During the early-production stage, the teacher should encourage, not force, the students to participate in activities.

- R.EP.1. Reads a group generated language experience story.
- R.EP.2. Reads known and predictable text to partner.
- R.EP.3. Sequences sentence strips after listening to a familiar text.
- R.EP.4. Identifies high frequency words and phrases and predictable texts such as songs, stories, and chants.
- R.EP.5. Uses letter-sounds correspondence to identify sounds and words.
- R.EP.6. Reads aloud a passage from a text.
- R.EP.7. Begins to use word structures, semantics and phonics to construct meaning from text.

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R.EP.8. Identifies elements of literature (e.g., plot, setting, main idea, characters, conflict or problem).

R.EP.9 Summarizes simple reading material.

Strand 3: Reading

The student becomes a reader who employs appropriate strategies and skills to construct meaning from increasingly complex English print.

Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.

R.Pro.1. Identifies main ideas.

R.Pro.2. Recognizes familiar words and patterns.

R.Pro.3. Answers a "Who, What, When, Where" and "Which" question.

R.Pro.4. Uses phonics, grammar, and context to recognize meaning.

R.Pro.5. Sequences words in a sentence.

R.Pro.6. Sequences parts of a story (Pre-production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the silent period., middle, end).

R.Pro.7 Uses decoding strategies (e.g., sounding out words, comparing similar words, breaking words into smaller parts, looking for word parts).

R.Pro.8. Engages in silent reading.

R.Pro.9. Demonstrates interest and comprehension of a variety of reading materials.

R.Pro.10. Demonstrates independent reading for pleasure.

R.Pro.11. Uses reference sources (e.g., dictionary, encyclopedia, computer, etc.).

R.Pro.12. Reads maps, charts, legends, graphs, and diagrams.

English Language Acquisition Framework

Strand 3: Reading

The student becomes a reader who employs appropriate strategies and skills to construct meaning from increasingly complex English print.

Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.

- R.SE.1. Reads texts and discusses comprehension questions.
- R.SE.2. Predicts what will happen next in reading.
- R.SE.3. Answers higher-order questions relating to the text.
- R.SE.4. Demonstrates a developing academic vocabulary.
- R.SE.5. Recognizes point of view of different characters.
- R.SE.6. Engages in a variety of reading *genres* (e.g., newspapers, periodicals, novels, short stories).
- R.SE.7. Recognizes and uses affixes and -nyms appropriately.

Strand 3: Reading

The student becomes a reader who employs appropriate strategies and skills to construct meaning from increasingly complex English print.

Intermediate Fluency: Students function in normal conversation, but have not fully acquired *academic language* in English.

- R.IF.1. Draws conclusions about context, events, characters and setting.
- R.IF.2. Searches, predicts, confirms and self-corrects while reading.
- R.IF.3. Demonstrates a developing academic vocabulary.
- R.IF.4. Recognizes figurative and literal language.

English Language Acquisition Framework

Strand 4: Writing

Students use different writing processes to communicate with different audiences for a variety of purposes.

Pre-production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the *silent period*. During the pre-production stage, the teacher should encourage, not force, the students to participate in activities.

- W.PP.1. Copies and writes letters, syllables words, etc.
- W.PP.2. Uses left to right, top to bottom progression.
- W.PP.3. Labels classroom objects.
- W.PP.4. Writes basic autobiographical information.
- W.PP.5. Begins to develop personal vocabulary dictionaries.
- W.PP.6. Exhibits phonetic spelling.
- W.PP.7. Composes simple sentences.

Strand 4: Writing

Students use different writing processes to communicate with different audiences for a variety of purposes.

Early Production: Students begin to express themselves in English and respond to questions with single words or short phrases. During the early-production stage, the teacher should encourage, not force, the students to participate in activities.

- W.EP.1. Exhibits phonetic spelling.
- W.EP.2. Takes simple dictation.
- W.EP.3. Uses basic conventions of writing to compose simple sentences (e.g., punctuation, capitalization, structure and form).
- W.EP.4. Composes simple paragraphs based on teacher created structures (e.g., frames).
- W.EP.5. Completes basic informational forms.

English Language Acquisition Framework

Strand 4: Writing

Students use different writing processes to communicate with different audiences for a variety of purposes.

Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.

- W.Pro.1. Writes instructions for how to complete a simple task.
- W.Pro.2. Composes journals, letters, poems, etc.
- W.Pro.3. Applies a variety of prewriting activities. (e.g., clustering, brainstorming, dialoguing, drawing, role playing and using learning logs).
- W.Pro.4. Develops a first draft that focuses on a central idea.
- W.Pro.5. Revises writing based on student-teacher collaboration.
- W.Pro.6. Edits using resources to correct mechanics.
- W.Pro.7. Produces a variety of types of writing for different purposes.
- W.Pro.8. Demonstrates a limited use of academic vocabulary.

Strand 4: Writing

Students use different writing processes to communicate with different audiences for a variety of purposes.

Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.

- W.SE.1. Responds to a variety of prompts with well -focused paragraph or essay.
- W.SE.2. Writes text that supports graphs and illustrations.
- W.SE.3. Writes for different purposes (e.g., simple reports, narratives).
- W.SE.4. Writes to summarize and paraphrase.
- W.SE.5. Uses the writing process to prepare a composition, story or essay.
- W.SE.6. Demonstrates an increasing use of academic vocabulary.

English Language Acquisition Framework

Strand 4: Writing

Students use different writing processes to communicate with different audiences for a variety of purposes.

Intermediate Fluency: Students function in normal conversation, but have not fully acquired *academic language* in English.

- W.IF.1. Uses writing process to produce a variety of types of writing for different purposes (e.g., individual or group project, reports, narratives, etc.).
- W.IF.2. Supports point of view with facts.
- W.IF.3. Organizes notes.
- W.IF.4. Analyzes a subject using supporting facts and details from various sources to produce a well-organized report.
- W.IF.5. Shows variety in the choice of vocabulary, sentence types and organizations.

- W.IF.6. Continues to demonstrate an increasing use of academic vocabulary.

English Language Acquisition Framework

Strand 5: Culture

Students use English for effective social communication.

Pre-production: Students with little or no experience in English develop receptive vocabulary and demonstrate comprehension through action and gestures. Some students at this stage will be in the *silent period*. During the pre-production stage, the teacher should encourage, not force, the students to participate in activities.

- C.PP.1. Responds to given name.
- C.PP.2. Understands and responds in *native language*.
- C.PP.3. Uses appropriate degree of formality.
- C.PP.4. Interprets and responds appropriately to nonverbal cues and body language.
- C.PP.5. Demonstrates knowledge of acceptable nonverbal classroom behaviors.
- C.PP.6. Observes how others speak and behave in a particular situation or setting.

Strand 5: Culture

Students use English for effective social communication.

Early Production: Students begin to express themselves in English and respond to questions with single words or short phrases. During the early-production stage, the teacher should encourage, not force, the students to participate in activities.

- C.EP.1. Uses acceptable volume, stress and intonation in various social settings.
- C.EP.2. Recognizes and adjusts behavior in response to nonverbal cues.
- C.EP.3. Uses English and native language appropriately in a multilingual social situation. (e.g., cooperative games or team sports).
- C.EP.4. Models how others speak and behave in a particular situation or setting.
- C.EP.5. Recognizes and respects cultural diversity.

English Language Acquisition Framework

Strand 5: Culture

Students use English for effective social communication.

Production: Students respond to questions and conduct conversations in English using simple phrases and sentences.

- C.Pro.1. Responds to and practices using slang.
- C.Pro.2. Takes risks with languages.
- C.Pro.3. Analyzes the social context to determine appropriate language use.
- C.Pro.4. Determines appropriate topics for interaction.
- C.Pro.5. Shares social and cultural traditions and values.

Strand 5: Culture

Students use English for effective social communication.

Speech Emergence: Students respond to questions and converse in English using more complex phrases and sentences.

- C.SE.1. Demonstrates an understanding of appropriate ways to express feelings, needs and ideas. (e.g., compliments, gratitude, anger, frustration, sorrow).
- C.SE.2. Asks for assistance with a task.
- C.SE.3. Rephrases an utterance that results in cultural misunderstanding.
- C.SE.4. Uses *native language_resources* (human and material) to promote understanding.
- C.SE.5. Responds to and uses idioms appropriately.

English Language Acquisition Framework

Strand 5: Culture

Students use English for effective social communication.

Intermediate Fluency: Students function in normal conversation, but have not fully acquired *academic language* in English.

C.IF.1. Demonstrates knowledge of two *cultures*.

C.IF.2. Responds effectively to the different demands of these two *cultures*.

C.IF.3. Demonstrates ability to communicate effectively in English and *native language*.

C.IF.4. Practices, self-monitors and self-evaluates language use according to setting and audience.

C.IF.5. Responds to and uses humor and sarcasm appropriately.

English Language Acquisition Framework

Glossary

*Academic language-language used in the learning of academic subject matter in formal schooling context.

*Culture-the sum total of the ways of life of a people; includes norms, learned behavior patterns, attitudes, and artifacts; also involves traditions, habits or customs; how people behave, feel and interact; the means by which they order and interpret the world; ways of perceiving, relating and interpreting events based on established social norms; a system of standards for perceiving, believing, evaluating, and acting.

ELL- (English Language Learner) a student who may know one or more languages and is in the process of acquiring English

Genre-a category of literary composition, for example, poetry or novel

Idiomatic expression-a figurative expression that cannot be translated literally (e.g., pulling my leg, raining cats and dogs)

Language acquisition-the natural and normal process of learning a language-- It takes 5 to 6 years to acquire a functional social language and up to 9 years to acquire an academic language.

*Native language-first language spoken by an individual

Nonverbal communication-behaviors that include gestures, facial expressions, and body language, among others

*Primary language-the language most often spoken by an individual

Silent period-a time in which the language learner listens and observes language behavior but might not speak-- It is a normal process in language acquisition.

*Social language-Language used in social interactions

*definitions were taken from TESOL, Teachers of English to Speakers of Other Languages, The ESL Standards for Pre-K-12 Students Glossary. <http://www.tesol.org/assoc/k12standards/it/10.html>

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Additional resources:

Collier, V.P. (1992). A synthesis of studies examining long-term language minority student data on academic achievement. *Bilingual Research Journal*, 16, 187-212.

Cummins, J. (1981) The role of primary language development in promoting educational success for language minority students. In California Department of Education, *Schooling and Language minority students: A theoretical framework* (pp. 3-50). Los Angeles, CA: Dissemination and Assessment Center, California State University, Los Angeles.