EL Level One: Entering
ACCESS 1.0-1.9

Students will be able to process, understand, produce, and use:
*Pictorial or graphic representation of the language of the content areas
*Words, phrases, or chunks of language when presented with one-step commands or directions

Questioning Techniques
*Ask Yes/No questions
*Use direction words like: point to, circle, find, show me, draw, match
*Ask students to categorize
*WH-questions or statements with visual and graphic support

Specific Scaffolds for Supporting Level One Students

*Teach basic survival English (bathroom, lunch, home, etc.)
*Help the student to learn the classroom and school rules
*Use visuals, such as pictures, gestures, and pointing
*Create "I need" cards for student to hold up when he or she needs something
*Use a study buddy, if possible (someone with a shared language)
*Label objects around the room and around the school in English and other languages *Provide books and audiobooks with patterned sentence structure and pictures
*Provide books and audiobooks in native language
*Use a bilingual picture dictionary
*Be patient - allow the student a few weeks/months to adjust to their new instructional setting

EL Level Two: Beginning
ACCESS 2.0-2.9

Students will be able to process, understand, produce, and use:
*General language related to the content areas
*Phrases or short sentences
*Oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support

Questioning Techniques
*Ask literal questions- who, what, when, where
*Ask questions with 1-3 word answers
*Ask questions with an either/or option
*Ask students to list, name, tell which, categorize, draw, label, create

Specific Scaffolds for Supporting Level Two Students

*Teach explicit phonemic awareness, phonics rules and skills in context (not in isolation)
*Label objects around the room and around the school in English and other languages
*Corrections for grammar and spelling can be done with a specific focus (don't correct every single error- choose a focus)
*Provide modified or shortened text for reading assignments, but maintain exposure of academic vocabulary *Give the student a picture story without words and provide student with basic vocabulary that can accompany the story *Provide sentence and answer frames
*Allow ample opportunities to engage in oral language activities with sentence stems and visual cues

EL Level Three: Developing
ACCESS 3.0-3.9

Students will be able to process, understand, produce, and use:	Questioning Techniques
*General and some specific language of the content areas *Expanded sentences in oral interaction or written paragraphs *Oral or written language with phonological, syntactic, or semantic errors that may impede the communication but retain much of its meaning when presented with oral or written, narrative or expository descriptions with occasional visual and graphic support	*Ask how and why questions *Check for understanding by asking students to tell you what something means *Check for understanding by asking students to explain the assignment/task to you *Ask student to tell you about, describe, explain *Ask student to explain similarities and differences

Specific Scaffolds for Supporting Level Three Students

*Corrections for grammar and spelling can be done with a specific focus (don't correct every single error- choose a focus) *Provide modified or shortened text for reading assignments, but maintain exposure of academic vocabulary *Explicit instruction in domain-specific vocabulary
*Explicit instruction of academic vocabulary (*arrange, clarify, determine*, etc.) across content areas *Provide sentence and answer frames
*Encourage student to use full sentences in oral or written production
*Make modifications to assignments and tests, so that student is not overwhelmed
*Provide student with content learning targets and language targets
*Explicitly explain idioms & homonyms
*Support writing skills with explicit grammatical structure instruction
*Allow ample opportunities for students to engage in oral language
*Use the Language Experience Approach to collect the language of the room in a shared writing experience

EL Level Four: Expanding
ACCESS 4.0-4.9

Students will be able to process, understand, produce, and use:	Questioning Techniques
*Specific and some technical language of the content areas *A variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related paragraphs *Oral or written language with minimal, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written discourse with occasional visual and graphic support	*Ask how and why questions *Check for understanding by asking students to tell you what something means *Check for understanding by asking students to explain the assignment/task to you *Ask student to explain similarities and differences *Ask the student to tell: *What would happen if…? Tell me as much as you can about…? Why do you think…? What would you recommend?*

Specific Scaffolds for Supporting Level Four Students

*Check for understanding of academic vocabulary (*arrange, clarify, determine*, etc.) across content areas *Explicit instruction in domain-specific vocabulary
*Encourage student to use full sentences in oral or written production
*Make modifications to assignments and tests, as necessary
*Provide student with content learning targets and language targets
*Explain and support writing with complex sentence structures
*Support writing skills with explicit grammatical structure instruction
*Support writing skills with self-editing (especially syntax and word usage, shades of

meaning, etc.) *Explicit instruction in function words and phrases (*however, moreover, in contrast,* etc.)
*Allow ample opportunities to engage in oral language

EL Level Five: Bridging ACCESS 5.0-5.9
Please note that even while students "exit" EL at a 4.2 composite and a literacy score of 4.0 in TN, they are still not yet proficient in academic language in all four domains.

Students will be able to process, understand, produce, and use:	Questioning Techniques
*The technical language of the content areas *A variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports *Oral or written language approaching comparability to that of English proficient peers when presented with grade level material	*Check for understanding by asking students to tell you what something means *Ask for examples and non-examples *Ask the student to tell: *What would happen if…? Tell me as much as you can about…? Why do you think…? What would you recommend?*

Specific Scaffolds for Supporting Level Five Students

*Check for understanding of academic vocabulary (*arrange, clarify, determine*, etc.) across content areas
*Explicit instruction in domain-specific vocabulary
*Provide models of strong writing, strong speaking
*Support writing skills with self-editing (especially syntax and word usage, shades of meaning, etc.)