

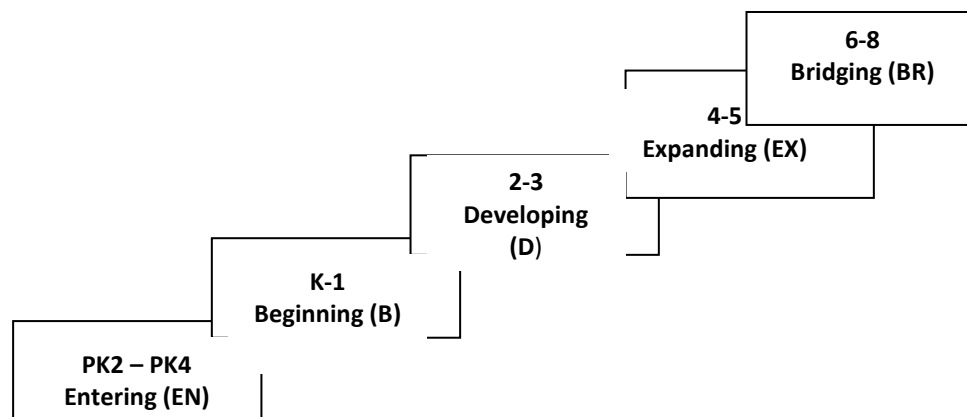
Introduction

The Santiago Christian School ESL curriculum has been designed taking into consideration that ...

- ❖ There are five stages of second language acquisition (SLA). All ELLs go through them: Silent period, early production, speech emergence, intermediate fluency, and advanced fluency.
- ❖ Current research has shown that language proficiency is further developed through academic application, so core curriculum subjects (science, math, social studies, etc.) serve as the context for English language development, progress toward language proficiency, and overall academic achievement.
- ❖ Individual language learners vary in the acquisition of their second language and in consequence in the acquisition of their productive (speaking and writing) and receptive skills (listening and reading). English language learners (ELL) may not be at a uniform level of English language proficiency across the four language domains. This may be reflected in their native language proficiency.

The goal of these standards is to establish criteria to support SCS elementary students who in a great majority are learning English language learners (ELL) while accomplishing academic goals and to assist teachers in planning and implementing instruction and assessment for those ELLs.

The following five language proficiency levels outline the progression of language development implied in the acquisition of English as an additional language (EAL).



These levels reflect the social and academic dimensions of acquiring a second language that are expected in grades PK – 8 and are divided into five grade level clusters:

PK3 – PK4	Entering
K – 1	Beginning
2 -3	Developing
4 – 5	Expanding
6 -8	Bridging

However, it is important to keep in mind that the five language proficiency levels outline the progression of language development, delineate expected performance and describe what English language learners can do. So, for instance a new student admitted at SCS in 4th grade could be at the **Beginning level** because of his/her language proficiency.

From there we conclude that, direct instruction through the pull out delivery model of instruction would be needed for students at the entering and beginning level. Support would be required when language level and grade level are not so far from each other.