

<i>Stage</i>	<b>Students:</b>	<b>Students Are able to:</b>	<b>Teachers Should:</b>
<p><b><u>Stage 1</u></b></p> <p><b>Pre-Production</b> Length of time to achieve this stage: 0-6 months <b>Example Test scores at this stage:</b> LAS 0 (0-10) CLIC 0-4 WM 0-1 SOLOM (0-5) IPT A</p>	<p>Have minimal comprehension. Have no or very minimal speech production. Have minimal receptive vocabulary. Comprehend key words only. Depend on context. Point, draw, or use gesture responses. Are adjusting to US culture. Have a 0-500 receptive word vocabulary.</p>	<p>Observe, locate, label, match, show, classify, and sort. Nod answers to questions. Point to objects or print. Categorize objects or pictures. Pantomime &amp; role play. Draw cartoons &amp; pictures. Move to show understanding. Match words or objects.</p>	<p>Provide listening opportunities. Create a classroom full of language. Use mixed ability groups. Create high context for shared reading. Use physical movement. Use art, mime, and music.</p>
<p><b><u>Stage 2</u></b></p> <p><b>Early Production</b> Length of time to achieve this stage: 6 months-1 year <b>Example Test scores at this stage:</b> LAS 1 (11-54) CLIC 5-10 WM 1 SOLOM (6-10) IPT B</p>	<p>Have limited comprehension. Give one/two word responses. Depend heavily on context. Produce words in isolation. Verbalize key words. Respond with one/two word answer or short phrases. Point, draw, or use gesture responses. Have mispronunciations. Have grammar errors. Have a 500-1000 receptive word vocabulary.</p>	<p>Name, recall, draw, record, point out, underline, categorize, and list. Identify people, places, and things. Repeat memorable language. List &amp; categorize. Listen with greater understanding. Use routine expressions independently.</p>	<p>Ask yes no, Who? What? Where? Questions. Provide listening opportunities with rich context. Have students: complete sentences with 1-2 words. Have students label, manipulate pictures/objects. Do shared reading with props. Build on prior knowledge. Use predictable &amp; patterned books. Introduce dialogue journals.</p>

<p><b><u>Stage 3</u></b></p> <p><b>Speech Emergent</b>  Length of time to achieve this stage: 1-2 years  <b>Example Test scores at this stage:</b>  LAS 2 (55-64)  CLIC 11-17  WM 2  SOLOM (11-15)  IPT C</p>	<p>Have good comprehension.  Have enough proficiency to make simple sentences (with errors).  Use short phrases.  Make many mistakes in grammar.  Respond orally.  Hear smaller elements of speech.  Function on social level.  Use limited vocabulary.  Have between 1000-6000 word receptive vocabulary.</p>	<p>Describe events, places, and people.  Recall facts.  Explain academic concepts.  Define new vocabulary.  Retell information from text.  Summarize.  Compare &amp; contrast .  Share, retell, follow, associate, organize, compare, restate, and role-play.</p>	<p>Ask open-ended questions.  Model, expand, restate, &amp; enrich student language.  Use patterned &amp; predictable books.  Support the use of content-area texts with retelling, role-play, etc.  Have students describe personal experiences , create books through language arts experience activities.</p>
<p><b><u>Stage 4</u></b></p> <p><b>Intermediate Fluency</b>  Length of time to achieve this stage: 2-3 years  <b>Example Test scores at this stage:</b>  LAS 3 (65-74)  CLIC 18-32  WM 3  SOLOM (16-18)  IPT D</p>	<p>Show good comprehension  Make few grammar errors.  Use simple sentences.  Produce whole sentences.  Make some pronunciation &amp; basic grammatical errors but are understood.  Respond orally and in written form.  Use limited vocabulary.  Initiate conversation and questions.  Up to 7000 receptive word vocabulary.</p>	<p>Give simple opinions.  Justify views or behaviors.  Negotiate with others.  Present one side of an argument.  Defend actions &amp; opinions.  Briefly &amp; simply express the results of analysis and evaluation.  Tell, describe, restate, contrast, question, map, dramatize, demonstrate, and give instructions.</p>	<p>Structure group discussions.  Provide guided practice in use of reference materials.  Provide literature.  Ask students to create narratives and rewrites.  Provide for a variety of realistic writing opportunities.  Publish students' writing.</p>

<p><b><u>Stage 5</u></b></p> <p><b>Advanced Intermediate Fluency</b>  Length of time to achieve this stage: 3-5 years  <b>Example Test scores at this stage:</b>  LAS 4 (75-84)  CLIC 33-44  WM 4  SOLOM (18-20)  IPT E</p>	<p>Can communicate thoughts. Engage in and produce connected narrative. Show good comprehension. Use expanded vocabulary. Make complex grammatical errors. Function somewhat on an academic level. Have up to 12,000 receptive &amp; active word vocabulary</p>	<p>Give complex opinions. Justify views or behaviors. Negotiate with others and mediate for others. Debate with others. Defend actions &amp; opinions. Persuade. Express the results of synthesis, analysis, and evaluation. Imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain, and model.</p>	<p>Facilitate group discussions. Guide use of reference materials. Provide more advanced literature. Ask students to create narratives and complex exchanges. Provide for a variety of realistic writing opportunities. Publish students' writing.</p>
<p><b><u>Stage 6</u></b></p> <p><b>Advanced Fluency</b>  Length of time to achieve this stage: 5-7 years  <b>Example Test scores at this stage:</b>  LAS 5 (85-100)  CLIC 45-55  WM 5  SOLOM (21-25)  IPT F</p>	<p>Have excellent comprehension. Have near native speech. Function on academic level with peers. Maintain two-way conversation. Demonstrate decontextualized comprehension. Use enriched vocabulary Beyond 12,000 word vocabulary</p>	<p>Produce written and oral language that is comparable to that of native speakers of English of the same age. Able to relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, justify, critique, summarize, illustrate, judge.</p>	<p>Continue on-going language development through integrating language arts and content-area activities</p>

<b>PreProduction Language Strategies</b>		
<b>STRATEGIES</b>	<b>DESIRED OUTCOMES</b>	<b>DESCRIPTION &amp; EXAMPLES</b>
<b>Bilingual Aide</b>	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Facilitates awareness of appropriate academic behavior</li> <li>○ Strengthens knowledge of academic content</li> </ul>	An instructional assistant or aide is available within the classroom to assist LEP students in L1 regarding content instruction, academic behavior and communication. They aid the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and plan lessons with the teacher.
<b>Bilingual Peers</b>	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	L1 peers who are more proficient in L2 assist L1 students in specific content area lessons and activities. The peers are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.
<b>Consistent Sequence</b>	<ul style="list-style-type: none"> <li>○ Builds C1-C2/L1-L2 academic transfer skills</li> <li>○ Facilitates awareness of appropriate academic behaviors</li> </ul>	Teacher presents all content lessons with the same instructional language and direction sequence to the extent possible. Expansion: Students can role-play giving the directions themselves.
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>○ Improves confidence in academic interactions</li> <li>○ Reduces distractibility</li> <li>○ Builds C1-C2/L1-L2 academic transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	Teacher, assistant or peer demonstrates the content of the lesson. The content is explained in L1 and each aspect of lesson is demonstrated. Students demonstrate their understanding of the lesson and content. Activities and assessment are designed to facilitate demonstration of understanding.

<b>Family centered learning activities</b>	<ul style="list-style-type: none"> <li>○ Reduces anxiety and stress</li> <li>○ Strengthens school/parent partnerships</li> <li>○ Builds awareness of academic expectations</li> <li>○ Develops awareness of appropriate C2/L2 behaviors</li> </ul>	Evening learning activities are offered to families centered on specific content areas. These Family Math, Family Computer, and Family Literacy Nights should be filled with interactive activities and educational fun. LEP parents benefit from L1 explanations about education outcomes.
<b>Mediated stimuli in classroom</b>	<ul style="list-style-type: none"> <li>○ Reduces distractibility</li> <li>○ Reduces resistance to change</li> </ul>	Teacher always previews new content, new materials, new sounds and any new activity with the students. Peers provide L1 explanations.
<b>Modeling</b>	<ul style="list-style-type: none"> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	Teacher models academic responses and expectations. The situation is explained in L1 and each response and expectation is modeled. Students then practice each response and interaction until comfortable and successful.
<b>Total Physical Response (TPR)</b>	<ul style="list-style-type: none"> <li>○ Reduces stress for Newcomers</li> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Facilitates awareness of appropriate C2/L2 communication behaviors</li> <li>○ Develops confidence in C2/L2 interactions</li> </ul>	Teacher and assistant model words and phrases in action in various school settings, both in and out of the classroom. For example, teaching the response to a question such as “what is this” or “what can you do with this” by saying and acting out the phrase “This/that is a pencil” “This pencil is used for writing on paper.” Students take different roles in the interactions and practice these with each other and the teacher. Expansion: Students may suggest communication situations they want specific assistance with.

<b>Survival strategies</b>	<ul style="list-style-type: none"><li>○ Reduces response fatigue</li><li>○ Reduces confusion in locus of control</li><li>○ Builds C1-C2/L1-L2 transfer skills</li><li>○ Builds awareness of appropriate C2/L2 behaviors</li><li>○ Develops confidence in C2 interactions</li></ul>	Teacher identifies basic ‘rules’ of social and formal interaction that students will need to know immediately. Students may identify situations where they made mistakes. Teacher, assistant, and peers discuss situations and what is expected within these. Students may need to practice these.
----------------------------	--	--

<b>Early Production Language Strategies</b>		
<b>STRATEGIES</b>	<b>DESIRED OUTCOMES</b>	<b>DESCRIPTION &amp; EXAMPLES</b>
<b>Bilingual Aide</b>	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Facilitates awareness of appropriate academic behavior</li> <li>○ Strengthens knowledge of academic content</li> </ul>	An instructional assistant or aide is available within the classroom to assist LEP students in L1 regarding content instruction, academic behavior and communication. They aid the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and plan lessons with the teacher.
<b>Concurrent language development</b>	<ul style="list-style-type: none"> <li>○ Improves confidence in C1/C2 interactions</li> <li>○ Reduces anxiety and stress</li> <li>○ Strengthens school/parent partnerships</li> <li>○ Develops awareness of appropriate C2/L2 communication behaviors</li> <li>○ Reduces culture shock</li> </ul>	Classes are provided at a time selected by parents. Parents and adults participate in English as a second language instruction in one room while their children receive L1 instruction and academic content support in another. After formal class period the groups reunite and parents practice bilingual educational games they can play at home with their children.
<b>Consistent Sequence</b>	<ul style="list-style-type: none"> <li>○ Builds C1-C2/L1-L2 academic transfer skills</li> <li>○ Develops awareness of appropriate academic behaviors</li> </ul>	Teacher presents lessons with the same instructional language and direction sequence to the extent possible. Students can role-play giving the directions themselves.
<b>Demonstration</b>	<ul style="list-style-type: none"> <li>○ Improves confidence in academic interactions</li> <li>○ Reduces distractibility</li> <li>○ Builds C1-C2/L1-L2 academic transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	Teacher, assistant or peer demonstrates the content of the lesson. The content is explained in L1 and each aspect of lesson is demonstrated. Students demonstrate their understanding of the lesson and content. Activities and assessment are designed to facilitate demonstration of understanding.

Family transition activities	<ul style="list-style-type: none"> <li>○ Improves confidence in C1/C2 interactions</li> <li>○ Reduces anxiety and stress</li> <li>○ Strengthens school/parent partnerships</li> <li>○ Develops awareness of appropriate C2/L2 communication behaviors</li> </ul>	Community liaison takes families on field trips to various educational and significant sites in the area. Families are given a preview of site, relevant activities, and explanations in L1 prior to trip. Examples are visits to schools, libraries, museums, zoos, colleges, aquariums, and factories.
Guided practice	<ul style="list-style-type: none"> <li>○ Reduces response fatigue</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Awareness of appropriate C2/L2 behaviors.</li> <li>○ Develops confidence in C2/L2 interactions</li> <li>○ Reduces confusion in locus of control</li> </ul>	Peer or specialist demonstrates how to act or speak in a given C2 situation. The situation is explained in L1 and each stage is modeled. C2/L2 representatives familiar to the learners come in and act out the situation with the instructor. Students then practice each stage of the interaction with these familiar participants until comfortable with the interaction. Expansion: Students select new interactions they wish to learn.
Modeling	<ul style="list-style-type: none"> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	Teacher models academic responses and expectations. The situation is explained in L1 and each response and expectation is modeled. Students then practice each response and interaction until comfortable and successful.
Video tapes	<ul style="list-style-type: none"> <li>○ Builds awareness of C2 expectations</li> <li>○ Reduces culture shock</li> <li>○ Develops familiarity with C2/L2 interaction patterns</li> </ul>	Groups of students and/or their families view videos developed locally or available from Intercultural Press and others about life in America and about interacting with Americans. Best shown in L1 and with facilitator.



## Speech Emergence Language Strategies

STRATEGIES	DESIRED OUTCOMES	DESCRIPTION & EXAMPLES
Bilingual Aide	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Facilitates awareness of appropriate academic behavior</li> <li>○ Strengthens knowledge of academic content</li> </ul>	An instructional assistant or aide is available within the classroom to assist LEP students in L1 regarding content instruction, academic behavior and communication. They aid the teacher in presenting content area instruction to all students. The aide must be trained in providing bilingual assistance and plan lessons with the teacher.
Bilingual Peers	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	L1 peers who are more proficient in L2 assist L1 students in specific content area lessons and activities. The peers are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding.
Bilingual video tapes	<ul style="list-style-type: none"> <li>○ Facilitates awareness of appropriate social and academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops confidence in C2/L2 interactions</li> </ul>	Groups of students and/or their families view videos developed locally or available from Intercultural Press and others about American idioms, communication structures and expectations. Best bilingually and with an experienced facilitator.
Context Embedding	<ul style="list-style-type: none"> <li>○ Develops content knowledge foundation</li> <li>○ Develops cognitive academic language proficiency</li> <li>○ Develops content area skills</li> </ul>	Teacher presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused. Lessons address real life situations and learning. Students are encouraged to discuss lesson in L1 and work in small groups on content focused activities.

Cooperative learning strategies	<ul style="list-style-type: none"> <li>○ Develops higher tolerance</li> <li>○ Reduces distractibility</li> <li>○ Facilitates access of prior knowledge</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops confidence in cognitive academic interactions</li> </ul>	Teacher works with most acculturated students to model what is expected and how cooperative learning activities occur. Teacher facilitates various cooperative learning activities, varying setting and content of focus only after students have clear understanding of what they are to do in the different approaches. L1 explanations of what is expected are provided.
Experience Based	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> <li>○ Facilitates analogy strategies</li> </ul>	Teacher presents lessons with concrete reference to specific experiences in which students have participated. May be paired with field trips or other shared experiences; may be in reference to prior life experiences of LEP students. Community members may make presentations about events significant to students' families and teacher can plan content lessons in relation to these.
Guided practice	<ul style="list-style-type: none"> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Facilitates awareness of appropriate C2/L2 communication behaviors</li> <li>○ Develops confidence in C2/L2 interactions</li> <li>○ Reduces anxiety in social/academic interactions</li> <li>○ Develops cognitive academic language</li> </ul>	Peer or specialist demonstrates how to act or speak in a given C2 situation. The situation is explained in L1 and each stage is modeled. C2/L2 representatives familiar to the learners come in and act out the situation with the instructor. Students then practice each stage of the interaction with these familiar participants until comfortable with the interaction.
Peer Tutors	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	L1 peers who are more proficient in L2 assist L1 students in specific content area lessons and activities. The peers are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding. Expansion: Students develop code of ethics and their own guidelines for tutoring.

Role plays	<ul style="list-style-type: none"> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops higher tolerance</li> <li>○ Facilitates awareness of appropriate C2/L2 communication behaviors</li> <li>○ Develops confidence in C2/L2 interactions</li> </ul>	Students identify a number of uncomfortable or uncertain social or formal interactions. Teacher and assistant model the appropriate and inappropriate ways to handle these. Students take different roles in the interaction and practice these with each other and the teacher.
Sheltered Instruction	<ul style="list-style-type: none"> <li>○ Reduces distractibility</li> <li>○ Develops cognitive academic language proficiency</li> <li>○ Develops content area skills</li> <li>○ Reduces confusion in locus of control</li> </ul>	Teacher always presents lessons with concrete, physical models and demonstrations of both content and expected performance. Language is simplified and content focused. Expansion: Students are encouraged to discuss lesson in L1 and work in small groups on content activities.
Sheltered interactions	<ul style="list-style-type: none"> <li>○ Develops higher tolerance</li> <li>○ Facilitates access of prior knowledge</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops confidence in C2 interactions</li> </ul>	Teacher develops game or other casual group interaction activity. Teacher or specialist explains in L1 what is going to occur and whom the students are going to meet. The C1 students are introduced to the C2 students and they engage in the game or activity together.

<b>Intermediate Fluency Language Strategies</b>		
<b>STRATEGIES</b>	<b>DESIRED OUTCOMES</b>	<b>DESCRIPTION &amp; EXAMPLES</b>
<b>Bilingual Texts</b>	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Builds L1-L2 transfer skills</li> <li>○ Strengthens knowledge of academic content</li> <li>○ Develops confidence in academic interactions</li> </ul>	Duplicate or parallel texts are available in English and L1 of students for all content areas. Reference texts are available in English, bilingual, or L1 format. Students are shown how and when to access the texts.
<b>Cognitive Strategies in L1</b>	<ul style="list-style-type: none"> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> </ul>	Teacher working with student peers or assistant discusses the language of learning and the classroom in both L1 and L2. Bilingual posters and signs about CALP are posted and referred to regularly. Expansion: Periodically the teacher will stop a lesson in various content areas and ask students to discuss what and how the lesson is being presented and academic behaviors expected.
<b>Guided Reading And Writing in L1</b>	<ul style="list-style-type: none"> <li>○ Improves motivation</li> <li>○ Minimizes behavior problems</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops confidence in C2/L2 interactions</li> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> </ul>	With guided L1 (or L2) oral reading, each child participates either as an interested listener or reader, while the teacher can move from pair to pair listening. Guided oral reading should be varied changing partners. Students can reread parts of a story in pairs after the directed reading activity rather than have one child read while the others all listen. Students then write their own summaries of what they have read. Writing can be in either L1 or L2. During this time the students have a chance to help each other. Expansion: Students can act out and make up dialog to illustrate the action of the story or passage.

Home Activities	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Improves school/parent partnership</li> <li>○ Develops content knowledge foundation</li> </ul>	Teacher sends home specific content support activities for parents and students to do together. Parents are asked to go through the activities in both L1 and L2 with their children.
Language Games	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	Students play language games that reinforce specific content. The games are structured to reinforce and elaborate content knowledge while developing L1 and L2 language skills including turn taking, asking questions, giving appropriate responses, giving directions, and other game, communication and interaction skills.
Oral Discussions	<ul style="list-style-type: none"> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops confidence in C2/L2 interactions</li> </ul>	Students are given opportunities to discuss all aspects of content lessons and to prepare for assessment situations. They are encouraged to hold discussions in both L1 and L2 whenever they need to clarify content or directions. Specific homogeneous and heterogeneous discussion groups may be established and used alternately in varied content focused activities.
Peer Tutors	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	L1 peers who are more proficient in L2 assist L1 students in specific content area lessons and activities. The peers are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding. Expansion: Students develop code of ethics and their own guidelines for tutoring.

## Advanced Intermediate Fluency Language Strategies

STRATEGIES	DESIRED OUTCOMES	DESCRIPTION & EXAMPLES
Advanced Organizers	<ul style="list-style-type: none"> <li>○ Builds L1-L2 transfer skills</li> <li>○ Facilitates awareness of appropriate C2/L2 content language</li> <li>○ Develops confidence in academic interactions</li> </ul>	Teacher has target student preview lesson content in L1 for less advanced students, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge. May use analogy strategy described above. May use KWL chart or other advanced organizer tool.
Bilingual Texts	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Builds L1-L2 transfer skills</li> <li>○ Strengthens knowledge of academic content</li> <li>○ Develops confidence in academic interactions</li> </ul>	Teacher has target student locate and share duplicate or parallel texts in English and L1 for less advanced students for all content areas. Students are shown how and when to access the texts.
Language Games	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	Students create and play language games that reinforce specific content. The games are structured to reinforce and elaborate content knowledge while developing L1 and L2 language skills including turn taking, asking questions, giving appropriate responses, giving directions, and other game, communication and interaction skills.
Oral Discussions	<ul style="list-style-type: none"> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develop confidence in C2/L2 interactions</li> </ul>	Target students are given opportunities to discuss all aspects of content lessons and to prepare for assessment situations. They are encouraged to hold discussions in both L1 and L2 whenever they need to clarify content or directions. Specific homogeneous and heterogeneous discussion groups may be established and used alternately in varied content focused activities.

<b>Advanced Fluency Language Strategies</b>		
<b>STRATEGIES</b>	<b>DESIRED OUTCOMES</b>	<b>DESCRIPTION &amp; EXAMPLES</b>
Advanced Organizers	<ul style="list-style-type: none"> <li>○ Builds L1-L2 transfer skills</li> <li>○ Facilitates awareness of appropriate C2/L2 content language</li> </ul>	Teacher has target student preview lesson for less advanced students, outlining key issues, rehearsing vocabulary, and reviewing related prior knowledge. Advanced fluency student helps less advanced students understand how to organize their reading and writing materials.
Peer Tutors	<ul style="list-style-type: none"> <li>○ Develops cognitive academic language</li> <li>○ Develops basic interpersonal communication</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops content knowledge foundation</li> </ul>	Advanced fluency students assist their peer in specific content area lessons and activities. The advanced fluency students are given training in being a tutor, with guidelines about how to facilitate learning without doing another's work, how to translate appropriately, and how to monitor for understanding. Expansion: Students develop code of ethics and their own guidelines for tutoring.
Cognitive Strategies in L1	<ul style="list-style-type: none"> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> </ul>	Teacher has advanced fluency student work with less advanced peers discussing the language of learning and the classroom in both L1 and L2. Student creates and explains bilingual posters and signs about CALP that are posted and referred to regularly. Expansion: Periodically the teacher will stop a lesson in various content areas and ask advanced fluency students to discuss what and how the lesson is being presented and academic behaviors expected.
Guided Reading And Writing in L1	<ul style="list-style-type: none"> <li>○ Improves motivation</li> <li>○ Minimizes behavior problems</li> <li>○ Builds C1-C2/L1-L2 transfer skills</li> <li>○ Develops confidence in C2/L2 interactions</li> <li>○ Reduces code-switching</li> <li>○ Develops cognitive academic language</li> </ul>	Teacher will have advanced fluency student lead a guided reading or writing activity in the native language. Students can reread parts of a story in pairs after the directed reading activity rather than have one child read while the others all listen. Students then write their own summaries of what they have read. Writing can be in either L1 or L2. During this time the students have a chance to help each other. Advanced fluency students can act out and make up dialog to illustrate the action.