

# Meeting the Needs of English Learners in After School Programs Part 1

1. English Learners are students whose first language is not English.
2. There are 1.4 million EL students in California.
3. 1 in 4 students is an English Learner.
4. Under the California State standards, there used to be 5 levels of English Proficiency:  
Beginning,  
Early Intermediate,  
Intermediate,  
Early Advanced, and  
Advanced.

Under the new national Common Core State Standards, there are now THREE levels of English language proficiency:

**Emerging:** Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

**Expanding:** Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

**Bridging:** Students at this level continue to learn and apply a range of high-level English language skills in a wide variety of contexts, including comprehension and production of highly technical texts.

5. Examples of each Level:  
**Emerging:** Students understand more than they can communicate, yes or no answers, sentence stems, visual aids, songs, chants, rhymes, partner work.  
  
**Expanding:** Students speak “playground,” informal, or casual English well. They struggle with academic reading, writing, and speaking. They need help, practice, and reinforcement of academic English.  
  
**Bridging:** Students can often read, write, and speak like native English speaking peers, yet may continue to need support with rigorous academic text, vocabulary, and writing assignments.

6. Recipe for Success: **Climate**

How does your ASP climate support English Learners?

-**Safety:** (norms, rules, guidelines, expectations)

-**Participation/Engagement:** (more than one way to answer, NO “popcorn reading,” sentence stems, partner work, small group work, thumbs/up or down, visual aids, charades, movement, encouragement)

-**Cultural Appreciation:** model respect and appreciation, value all types and forms of language, highlight many kinds of ELs, tell your story/share your struggle, connect with parents/family members, be a safe person, create a safe space

-**Value/Affirmation/Use of Home Language:** It is okay to be who you are in ASP, share the language you speak or want to learn, have students teach each other, allow and encourage students to speak and maintain use of home language while providing structured opportunities to speak academic English

STAY TUNED!

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in After School Programs

Parts 2-4:

Strategies to Support English Learners during

-Homework and Nutrition Time

-Enrichment Activities

-Athletics