



STAGES AND SUPPORTS

	<i>Pre-production</i>	<i>Early production</i>	<i>Speech emergence</i>	<i>Intermediate fluency</i>	<i>Advanced fluency</i>
What's going on	Before speaking, learners listen a lot. Eventually they will speak. Though they're not yet speaking (it's sometimes called the "silent period") learners are building awareness of sounds and patterns, and increasing comprehension.	Learners understand more than they can say, and speak with a couple of words and short phrases. Support and encouragement are critical at this phase, as learners learn through trial and error and lots of mistakes. Repeat back, respond, and expand rather than overcorrect.	Comprehension and vocabulary are building. Learners use sentences and string phrases and sentences together. Introduce increasing amounts of academic vocabulary, keep expanding vocabulary with variations and synonyms, continue modeling and correct only minimally.	Learners understand and speak well enough to meet daily communication needs, functions, and expression, and to carry on conversations. Academic English is developing, but learners still need support to participate fully and successfully in subject-area classes. They may still rely on their native language to learn English and subject-matter content.	Students are comfortable communicating in a variety of informal and academic settings, fluency approaches that of native speakers, and grammar skills may exceed those of native speakers. Pronunciation, some academic vocabulary, idiomatic expressions, and culturally bound terms or concepts may still be stumbling blocks.
Teacher/peer support	<ul style="list-style-type: none"> • LOTS of teacher and peer talk • Use lots of images and objects (good for all levels!) • Ask "yes/no," "who," and "where is/are" questions • Give simple instructions that only require one step, like "close door" • Play games like Simon Says or Hide the Fly 	<ul style="list-style-type: none"> • Teachers, staff, and peers should do MOST of the talking • Model, speak slowly, and be patient and encouraging (give "wait time" at all levels) • Use simple sentences learners can fill in, such as "I feel ___ today." • Ask two-word questions: "what is," "how many" and "what color" • Play games and activities like What Is It?, Bingo! or Memory Match 	<ul style="list-style-type: none"> • Start to expect more, and talk only about HALF the time • Preteach key words and phrases with lots of vocabulary stretching • Ask questions to trigger more complex responses, such as "how" and "why" and asking for explanations • Provide bilingual dictionaries • Use activities like Where Do We Meet? Twins Out There, and Slides 	<ul style="list-style-type: none"> • Hold back; encourage learners to do most of the talking • Explain idioms, adages, and social norms • Begin to correct more nuanced language forms that may not directly affect basic comprehension, such as verb tenses • Use activities like Round Robin Story, Picture Pass, Mix and Match Ups • Form groups to carry out longer-term projects or assignments 	<ul style="list-style-type: none"> • Learners should do most of the talking • Introduce as much academic vocabulary as possible • Use activities such as Popcorn Reviews, It's a Dilemma, Jigsaw Stories

Stages and Supports *(continued)*

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Speaking	<ul style="list-style-type: none"> Show comprehension by responding to simple questions with pointing, gestures, nodding yes or indicating no Repeat short words after a speaker 	<ul style="list-style-type: none"> Respond to and ask questions using one or two words Provide words to complete simple statements or sentence starters ("I am _____ (happy/sad/mad) today.") Sing, participate in word chants, rhymes, or poems in a group 	<ul style="list-style-type: none"> Use several sentences to answer questions Communicate for everyday needs, and begin to explain events, express thoughts, and offer opinions and ideas simply, in ways that will be understood, despite mistakes Repeat a dialogue Interview friends Describe experiences 	<ul style="list-style-type: none"> Summarize stories verbally Make oral presentations independently and as part of a team Express opinions, thoughts, and explain abstract concepts such as "irony" Use complex sentences and more advanced vocabulary Explain and define terms, present conclusions, make predictions 	<ul style="list-style-type: none"> Use most idiomatic expressions and verb phrases Negotiate varied social and academic settings Conduct research Debate and make persuasive arguments about abstract concepts
Listening	<ul style="list-style-type: none"> Understand simple who/where questions Listen to key vocabulary words and point to corresponding objects or photos Follow simple directions 	<ul style="list-style-type: none"> Listen to a short sequence of events, then sort pictures of the events accordingly Point to a picture and say the word Group by similarities and differences Guess the meaning of a word or phrase with cues and help 	<ul style="list-style-type: none"> Understand full sentences and directions Understand explanations and definitions of academic vocabulary and other new words Guess the meaning of words or phrases from context Listen, then fill in the blanks to a sentence or story 	<ul style="list-style-type: none"> Understand more complex sentences, extended talk and short lectures with context, slang, idioms, and figurative expressions Guess at meaning and make meaning from context Understand different accents and pronunciation 	<ul style="list-style-type: none"> Follow complex, multi-step instructions Understand academic or technical language
Reading	<ul style="list-style-type: none"> Hear a word and point to it in written form Complete simple "fill in the blank" exercises when given a word and a corresponding picture (such as simple "emotion" words and pictures of happy, sad, cry, etc.) 	<ul style="list-style-type: none"> Underline key words or phrases Sort words into categories Group written words by similarities and differences 	<ul style="list-style-type: none"> Match words to definitions Read short stories and academic texts with support or preteaching of new vocabulary Understand passages of longer texts, and use text features and graphic organizers to help comprehension 	<ul style="list-style-type: none"> Read complete stories or academic texts with some support, such as discussion, graphic organizers, concept maps, and K-W-L charts Find, read, and explain material on the Internet 	<ul style="list-style-type: none"> Read full-length passages and books with very limited or no support Analyze written text
Writing	<ul style="list-style-type: none"> Copy words or sentences Understand basic writing mechanics 	<ul style="list-style-type: none"> List words in categories Complete short "fill in the blank" exercises 	<ul style="list-style-type: none"> Respond to questions with written sentences and paragraphs Conduct interviews and write responses Write responses to questions about texts List ideas following a pre-writing or brainstorming activity Complete "fill-in" activities Take notes while listening Write or copy assignments, directions, or instructions 	<ul style="list-style-type: none"> Write a basic academic essay, paragraphs, and more extended pieces Summarize, present conclusions, write short explanations Answer more complex questions in writing Write for different purposes, using different styles 	<ul style="list-style-type: none"> Write full length academic texts, though grammatical errors may still appear