

# Preproduction Stage 1

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| <b>A. Use English in social and classroom interaction.</b>   |  |  |  |  |  |
| Engage listener's attention verbally or nonverbally.   |  |  |  |  |  |
| Respond to greetings, introductions, farewells.  |  |  |  |  |  |
| Point to classroom objects as they are named.  |  |  |  |  |  |
| Answer questions about self with <i>yes</i> or <i>no</i> .   |  |  |  |  |  |
| Give and ask for permission, verbally or nonverbally.  |  |  |  |  |  |
| Communicate basic personal needs, such as a need to use the restroom, with gestures and actions.               |  |  |  |  |  |
| Express enjoyment and humor through verbal or nonverbal means.   |  |  |  |  |  |
| Role play school safety procedures such as fire or earthquake drills.  |  |  |  |  |  |
| Distribute and collect classroom materials.  |  |  |  |  |  |
| <b>B. Use English in literacy learning and content-area learning.</b>  |  |  |  |  |  |
| Observe plays, films, stories, shared reading, songs, poems, and computer programs with increasing interest.   |  |  |  |  |  |
| Understand verbal directions by comparing them with nonverbal cues (e.g., folding paper, lining up).           |  |  |  |  |  |
| Identify and associate written symbols with words in the primary language (e.g., numerals and spoken numbers). |  |  |  |  |  |
| Classify objects nonverbally.  |  |  |  |  |  |
| <b>C. Use appropriate learning strategies to extend communicative competence.</b>                              |  |  |  |  |  |
| Use verbal and nonverbal cues to know when to pay attention.   |  |  |  |  |  |
| Use simple phrases to clarify meaning such as <i>please repeat</i> and <i>slowly</i> .                         |  |  |  |  |  |
| Test appropriate use of new expressions.   |  |  |  |  |  |
| Use the primary language to express when an English direction is not understood.                               |  |  |  |  |  |
| Seek out print and nonprint resources in the native language when needed.                                      |  |  |  |  |  |
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# Early Production Stage 2

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| <b>A. Use English in social and classroom interaction.</b>  |  |  |  |  |  |
| Engage listener's attention verbally.   |  |  |  |  |  |
| Offer and respond to greetings, introductions, and farewells.   |  |  |  |  |  |
| Answer questions about self with 1–2 words.   |  |  |  |  |  |
| Give and ask for permission.  |  |  |  |  |  |
| Express needs and preferences with routine language expressions.  |  |  |  |  |  |
| Express enjoyment and humor through verbal and nonverbal means.   |  |  |  |  |  |
| Indicate interests, opinions, or preferences related to class projects in a limited fashion.            |  |  |  |  |  |
| Display limited comprehension of social interaction.  |  |  |  |  |  |
| Respond appropriately to warnings such as <i>Run!</i> or <i>Slow down!</i>                              |  |  |  |  |  |
| Greet a teacher when entering class.  |  |  |  |  |  |
| Distribute and collect classroom materials.   |  |  |  |  |  |
| Share classroom materials with a partner.   |  |  |  |  |  |
| Use simple words to recommend a game, book, or computer program.  |  |  |  |  |  |
| <b>B. Use English in literacy learning and content-area learning.</b>                                   |  |  |  |  |  |
| Join in a group response or shared reading repeated refrain at the appropriate time.                    |  |  |  |  |  |
| Observe shared writing activities with increasing interest.   |  |  |  |  |  |
| Begin to comprehend plays, films, stories, shared reading, songs, poems, and computer programs.         |  |  |  |  |  |
| Recite favorite rhymes, songs, chants, and poems.   |  |  |  |  |  |
| Follow text while listening to a taped story.   |  |  |  |  |  |
| Identify letters of the English alphabet by name.   |  |  |  |  |  |
| Begin to identify and associate written symbols with English words (e.g., numerals and spoken numbers). |  |  |  |  |  |
| Dramatize stories using appropriate gestures.   |  |  |  |  |  |
| Use primary-language writing to respond to questions and materials, as appropriate to literacy level.   |  |  |  |  |  |
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| Follow simple (1–2 step) oral directions by comparing them with nonverbal cues (e.g., folding paper, lining up). |  |  |  |  |  |
| Compare and classify objects verbally or nonverbally.  |  |  |  |  |  |
| Display comprehension of change (e.g., plant growth, seasons).   |  |  |  |  |  |
| Gather the appropriate materials needed to complete a task.  |  |  |  |  |  |
| <b>C. Use appropriate learning strategies to extend communicative competence.</b>                                |  |  |  |  |  |
| Use verbal and nonverbal cues to know when to pay attention.   |  |  |  |  |  |
| Test appropriate use of new expressions and vocabulary.  |  |  |  |  |  |
| Ask someone the meaning of a word through verbal and nonverbal means.  |  |  |  |  |  |
| Use the primary language to express when an English direction is not understood.                                 |  |  |  |  |  |
| Imitate a classmate’s response to a teacher’s question or direction.   |  |  |  |  |  |
| Make pictures to check comprehension of a story or process.  |  |  |  |  |  |
| Seek out print and nonprint resources in the native language when needed.  |  |  |  |  |  |
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# Speech Emergence Stage 3

| <b>A. Use English in social and classroom interaction.</b>   |  |  |  |  |  |
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| Offer and respond to greetings, introductions, farewells, compliments, and invitations.  |  |  |  |  |  |
| Display fundamental comprehension of social interaction.   |  |  |  |  |  |
| Volunteer personal information and answer questions about self using longer phrases.   |  |  |  |  |  |
| Respond to academic questions with basic answers.  |  |  |  |  |  |
| Elicit information and ask basic clarification questions.  |  |  |  |  |  |
| Indicate interests, opinions, or preferences related to class projects by using phrases.   |  |  |  |  |  |
| Express enjoyment and humor verbally.  |  |  |  |  |  |
| Describe feelings and emotions through words or affect after watching a movie.   |  |  |  |  |  |
| Use the telephone.   |  |  |  |  |  |
| Listen and incorporate a peer's feedback regarding classroom behavior.   |  |  |  |  |  |
| Share classroom materials and work successfully with a partner with some communication breakdowns.   |  |  |  |  |  |
| Use phrases to recommend a game, book, or computer program.  |  |  |  |  |  |
| Ask for assistance with a task, using phrases.   |  |  |  |  |  |
| Use appropriate intonation patterns for questions, statements, and exclamations.   |  |  |  |  |  |
| Use English and the primary language appropriately in multilingual settings (e.g., cooperative learning, team sports).                     |  |  |  |  |  |
| <b>B. Use English in literacy learning and content-area learning.</b>  |  |  |  |  |  |
| Display increasing comprehension of plays, films, stories, shared reading, guided reading, songs, poems, computer programs, and magazines. |  |  |  |  |  |
| Participate in shared reading.   |  |  |  |  |  |
| Participate in guided reading, relying on familiar words and sentence patterns.  |  |  |  |  |  |
| Contribute to shared writing activities that reflect the appropriate literacy level.   |  |  |  |  |  |
| Participate in brainstorming and mind-mapping activities prior to writing.   |  |  |  |  |  |
| Begin to use personal writing for record keeping and limited tasks, as appropriate to literacy level.                                      |  |  |  |  |  |
| Record observations in brief entries, as appropriate to literacy level.  |  |  |  |  |  |

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| Use phrases to describe a favorite storybook character or a favorite food.   |  |  |  |  |  |
| Understand comments in reading discussion groups.  |  |  |  |  |  |
| Predict conclusions using phrases.   |  |  |  |  |  |
| Identify high-frequency words from familiar patterned-language stories.  |  |  |  |  |  |
| Sequence sentence strips after chanting a familiar poem, rhyme, or song.   |  |  |  |  |  |
| Identify and associate written symbols with words (e.g., numerals and spoken numbers, compass rose and directional words). |  |  |  |  |  |
| Follow 2–4 step oral directions.   |  |  |  |  |  |
| Define, compare, and classify objects using phrases.   |  |  |  |  |  |
| Explain change (e.g., plant growth, seasons) in a limited fashion.   |  |  |  |  |  |
| Contribute to the construction of a chart or other graphic showing data.   |  |  |  |  |  |
| Gather and organize the appropriate materials needed to complete a task.   |  |  |  |  |  |
| Edit and revise assignments with guidance.   |  |  |  |  |  |
| <b>C. Use appropriate learning strategies to extend communicative competence.</b>  |  |  |  |  |  |
| Use verbal and nonverbal cues to know when to pay attention.   |  |  |  |  |  |
| Test appropriate use of new expressions, vocabulary, and phrases.  |  |  |  |  |  |
| Ask someone the meaning of a word verbally.  |  |  |  |  |  |
| Make pictures to check comprehension of a story or process.  |  |  |  |  |  |
| Notice miscues that interfere with meaning and attempt to rephrase.  |  |  |  |  |  |
| Select materials from school resource collection to complete a project.  |  |  |  |  |  |
| Rephrase or explain oral and written information to check comprehension.   |  |  |  |  |  |
| Consult with more knowledgeable others to advance understanding.   |  |  |  |  |  |
| Seek out print and nonprint resources in the native language when needed.  |  |  |  |  |  |
| Use phrases to express when a direction is not understood.   |  |  |  |  |  |
| Imitate a classmate's response to a teacher's question or direction.   |  |  |  |  |  |
| Practice recently learned phrases and expressions by teaching a peer.  |  |  |  |  |  |
| Begin to generate questions after listening to information.  |  |  |  |  |  |
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# Intermediate Fluency Stage 4

| <b>A. Use English in social and classroom interaction.</b>   |  |  |  |  |  |
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| Negotiate everyday social interactions fluently, displaying full comprehension.  |  |  |  |  |  |
| Volunteer detailed personal information and respond clearly to questions about self and family.                                      |  |  |  |  |  |
| Respond to academic or social questions with complete answers and connected narrative.   |  |  |  |  |  |
| Elicit information and ask clarification questions.  |  |  |  |  |  |
| Indicate interests, opinions, and preferences in a variety of situations using complete sentences.                                   |  |  |  |  |  |
| Describe feelings and emotions clearly after watching a movie.   |  |  |  |  |  |
| Negotiate solutions to problems, personal misunderstandings, and disputes.   |  |  |  |  |  |
| Interpret inferred meaning as expressed by intonation, rhythm, and stress.   |  |  |  |  |  |
| Use English and the primary language appropriately in multilingual settings (e.g., cooperative learning, team sports).               |  |  |  |  |  |
| Listen and incorporate a peer's feedback regarding classroom behavior.   |  |  |  |  |  |
| Share classroom materials and work successfully with a partner without communication breakdown.                                      |  |  |  |  |  |
| Recommend a game, book, or computer program in a persuasive manner.  |  |  |  |  |  |
| Ask for assistance with a task using complete sentences.   |  |  |  |  |  |
| <b>B. Use English in literacy learning and content-area learning.</b>  |  |  |  |  |  |
| Display full comprehension of plays, films, stories, shared reading, guided reading, songs, poems, computer programs, and magazines. |  |  |  |  |  |
| Participate fluently in shared reading and guided reading.   |  |  |  |  |  |
| Read aloud to others.  |  |  |  |  |  |
| Initiate own reading and select books independently.   |  |  |  |  |  |
| Participate in shared and interactive writing activities that reflect the appropriate literacy level.                                |  |  |  |  |  |
| Participate in guided writing, as appropriate to literacy level, with errors that do not significantly interfere with meaning.       |  |  |  |  |  |
| Use complete sentences to describe a favorite storybook character or a favorite food.  |  |  |  |  |  |
| Sequence the parts of a story (beginning, middle, end).  |  |  |  |  |  |

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| Retell a story in complete sentences, aloud or in writing, as appropriate to literacy level.            |  |  |  |  |  |
| Begin to participate in reading discussion groups.  |  |  |  |  |  |
| Predict conclusions using complete sentences.   |  |  |  |  |  |
| Identify the main idea after listening to or reading a poem or story, as appropriate to literacy level. |  |  |  |  |  |
| Record observations in complete entries, as appropriate to literacy level.                              |  |  |  |  |  |
| Define, compare, and classify objects using complete sentences.   |  |  |  |  |  |
| Follow complex oral directions.   |  |  |  |  |  |
| Explain change (e.g., plant growth, seasons) in a detailed fashion.                                     |  |  |  |  |  |
| Draw pictures, charts, and maps after listening to information.   |  |  |  |  |  |
| Construct a chart or other graphic showing data.  |  |  |  |  |  |
| Gather and organize the appropriate materials needed to complete a task.                                |  |  |  |  |  |
| Edit and revise assignments, as appropriate to literacy level.  |  |  |  |  |  |
| <b>C. Use appropriate learning strategies to extend communicative competence.</b>                       |  |  |  |  |  |
| Test appropriate use of new expressions, vocabulary, phrases, and structures.                           |  |  |  |  |  |
| Use a complete sentence to ask someone the meaning of a word or phrase.                                 |  |  |  |  |  |
| Use complete sentences to ask for clarification of a direction.   |  |  |  |  |  |
| Notice and self-correct miscues that interfere with meaning.  |  |  |  |  |  |
| Practice recently learned vocabulary and expressions by teaching a peer.                                |  |  |  |  |  |
| Associate realia or diagrams with written labels to learn vocabulary and construct meaning.             |  |  |  |  |  |
| Generate relevant questions after listening to information.   |  |  |  |  |  |
| Select materials from school resource collection to complete a project.                                 |  |  |  |  |  |
| Scan an entry in a book to locate information for an assignment.  |  |  |  |  |  |
| Rephrase, explain, revise, and expand oral and written information to check comprehension.              |  |  |  |  |  |
| Consult with more knowledgeable others to advance understanding.  |  |  |  |  |  |
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# Advanced Fluency Stage 5

| <b>A. Use English in social and classroom interaction.</b>   |  |  |  |  |  |
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| Volunteer detailed personal information and answer questions about self clearly and fluently.  |  |  |  |  |  |
| Respond to academic or social questions with complete, detailed answers and connected narrative.   |  |  |  |  |  |
| Elicit information and ask clarification questions, using academic language when appropriate.  |  |  |  |  |  |
| Indicate interests, opinions, and preferences using complete, complex sentences in a variety of situations.  |  |  |  |  |  |
| Describe feelings and emotions clearly and fluently after watching a movie.  |  |  |  |  |  |
| Negotiate solutions to problems, personal misunderstandings, and disputes.   |  |  |  |  |  |
| Listen and incorporate a peer's feedback regarding classroom behavior.   |  |  |  |  |  |
| Share classroom materials and work successfully with a partner using academic language.  |  |  |  |  |  |
| Recommend a game, book, or computer program in a persuasive manner.  |  |  |  |  |  |
| Respond appropriately to jokes and riddles.  |  |  |  |  |  |
| Demonstrate a command of idiomatic expressions, colloquialisms, and different registers.   |  |  |  |  |  |
| <b>B. Use English in literacy learning and content-area learning.</b>  |  |  |  |  |  |
| Display comprehension of multiple layers of meaning (as appropriate to literacy level) within plays, films, stories, shared reading, guided reading, songs, poems, computer programs, and magazines. |  |  |  |  |  |
| Participate fluently in shared reading and guided reading.   |  |  |  |  |  |
| Read aloud to others.  |  |  |  |  |  |
| Initiate own reading and independently select books of appropriate difficulty.   |  |  |  |  |  |
| Contribute to shared and interactive writing activities that reflect the appropriate literacy level.   |  |  |  |  |  |
| Participate in guided writing and independent writing, as appropriate to literacy level, with errors that do not obstruct meaning.   |  |  |  |  |  |
| Use complete, complex sentences to describe a favorite storybook character or a favorite food.   |  |  |  |  |  |
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| Recount events of interest using sequence words in connected narrative aloud or in writing, as appropriate to literacy level. |  |  |  |  |  |
| Participate fully in reading discussion groups.   |  |  |  |  |  |
| Define, compare, and classify objects, using academic language appropriate to grade level.                                    |  |  |  |  |  |
| Record observations in complete entries, using academic language, as appropriate to literacy level.                           |  |  |  |  |  |
| Predict conclusions and check predictions.  |  |  |  |  |  |
| Follow complex oral directions.   |  |  |  |  |  |
| Explain change (e.g., plant growth, seasons), using academic language appropriate to grade level.                             |  |  |  |  |  |
| Construct a chart or other graphic showing data.  |  |  |  |  |  |
| Edit and revise assignments, using academic language, as appropriate to literacy level.                                       |  |  |  |  |  |
| <b>C. Use appropriate learning strategies to extend communicative competence.</b>   |  |  |  |  |  |
| Test appropriate use of new expressions, vocabulary, and structures.  |  |  |  |  |  |
| Use complete sentences to ask for a clarification of a direction.   |  |  |  |  |  |
| Practice recently learned academic vocabulary and expressions by teaching a peer.   |  |  |  |  |  |
| Associate realia or diagrams with written labels to learn vocabulary and construct meaning.                                   |  |  |  |  |  |
| Generate relevant questions after listening to information, using academic language as appropriate.                           |  |  |  |  |  |
| Scan an entry in a book to locate information for an assignment.  |  |  |  |  |  |
| Rephrase, explain, revise, and expand oral and written information to check comprehension, using academic language.           |  |  |  |  |  |
| Consult with more knowledgeable others to advance understanding.  |  |  |  |  |  |
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