

Preproduction Stage 1

A. Use English in social and classroom interaction.					
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. Use English in literacy learning and content-area learning.					
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.					
C. Use appropriate learning strategies to extend communicative competence.					
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.					

Early Production Stage 2

A. Use English in social and classroom interaction.					
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. Use English in literacy learning and content-area learning.					
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.					

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.					
C. Use appropriate learning strategies to extend communicative competence.					
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.					

Speech Emergence Stage 3

A. Use English in social and classroom interaction.					
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. Use English in literacy learning and content-area learning.					
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.					

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.					
C. Use appropriate learning strategies to extend communicative competence.					
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.					

Intermediate Fluency Stage 4

A. Use English in social and classroom interaction.					
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. Use English in literacy learning and content-area learning.					
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).					

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.					
C. Use appropriate learning strategies to extend communicative competence.					
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.					

Advanced Fluency Stage 5

A. Use English in social and classroom interaction.					
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. Use English in literacy learning and content-area learning.					
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.					

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.					
C. Use appropriate learning strategies to extend communicative competence.					
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.					