

LANGUAGE ACQUISITION CHART

Students learning a second language move through five predictable stages: Preproduction, Early Production, Speech Emergence, Intermediate Fluency, and Advanced Fluency (Krashen & Terrell, 1983). How quickly students progress through the stages depends on many factors, including level of formal education, family background, and length of time spent in the country.

	Stage I 0-6 Months in U.S. School	Stage II 6 months – 1 yr in U.S. School	Stage III 1 – 3 yrs in U.S. School	Stage IV 3 – 5 yrs in U.S. School	Stage V 5 – 7 yrs in U.S. School
Official Name	Preproduction	Early Production	Speech Emergence	Intermediate Fluency	Advanced Fluency
Other Names	Newcomer Emergent Speaker Silent Period Stage	Emerging Beginner One-Two Word Social Language Stage	Expanding Low Intermediate Short/Phrases/Simple Sentences Social Language Stage (BICS)	Expanding High Intermediate Bridging Academic Language Stage (CALP)	Bridging Exit able Fluent Academic Language Stage (CALP)
Definition	<ul style="list-style-type: none"> • Student is not ready to actively produce language. • Listening and responding in non-verbal ways to show understanding. • 0-500 receptive word vocabulary • Adjusting to U.S. Culture 	<ul style="list-style-type: none"> • Student can attend to hands-on demonstrations with more understanding. • May initiate conversation by pointing or using single words. • Very limited comprehension/vocabulary • Up to 1000 receptive word vocabulary • Adjusting to U.S. Culture 	<ul style="list-style-type: none"> • Students begin speaking in short phrases and simple sentences • Many mistakes in grammar, word order, word usage. • Limited comprehension and vocabulary • Up to 7,000 receptive/active word vocabulary 	<ul style="list-style-type: none"> • Students can communicate thoughts more completely, can participate in everyday conversations without highly contextualized support. • Up to 12,000 receptive/active word vocabulary 	<ul style="list-style-type: none"> • Students have advanced skills in cognitive/academic language • Beyond 12,000 receptive/active word vocabulary

Student Behaviors	<ul style="list-style-type: none"> • Depends heavily on context • Has minimal receptive vocabulary • Comprehends key words only • Indicates comprehension physically (points, draws, gestures, etc.) • May not produce speech <p>Able to: observe, locate, label, match, show, classify, categorize</p>	<ul style="list-style-type: none"> • Depends heavily on context • Produces words in isolation • Verbalizes key words • Responds with one-two word answer or short phrases • Indicates comprehension physically • Mispronunciation/grammar errors <p>Able to: name, recall, draw, list, record, point out, underline, organize</p>	<ul style="list-style-type: none"> • Depends heavily on context • Produces whole sentences • Makes some pronunciation and basic grammatical errors, but is understood • Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams) • Hears smaller elements of speech • Functions on a social level • Uses limited vocabulary • Initiates conversation & questions • Shows good comprehension (given rich context) <p>Able to: Tell, describe, restate, compare, question, map, and dramatize.</p>	<ul style="list-style-type: none"> • Depends heavily on context • Engage in and produce connected narrative (discourse) • Shows good comprehension • Uses expanded vocabulary • Makes complex grammatical errors • Functions somewhat on an academic level <p>Able to: Imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, and explain.</p>	<ul style="list-style-type: none"> • Functions on an academic level with age/grade peers • Maintains two-way conversations • Uses more complex grammatical structures • Demonstrates comprehension in de contextualized situations <p>Able to: relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate</p>
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Teaching Strategies	<ul style="list-style-type: none"> • Use manipulatives, visuals, gestures, realia, props, games • Create climate of acceptance/respect that supports acculturation • Use cooperative learning groups • Require physical response (gestures) to check comprehension • Display print to support oral language • Model activities for students • Use hands on activities • Use bilingual students as peer helpers • Adjust rate of speech to enhance comprehension • Ask yes/no questions • Ask students to show/ point/draw • Teach content area vocabulary/terminology • Frequent repetition • Reward effort & participation 	<p style="text-align: center;">Continue Stage I Strategies PLUS</p> <ul style="list-style-type: none"> • Simplify language/not content • Lessons designed to motivate students to talk. • Use of high frequency phrases • Echo response • Ask students questions that require one/two word responses: who? what?, which one?, how many? • Lessons expand vocabulary 	<p style="text-align: center;">Continue Stage I & II Plus</p> <ul style="list-style-type: none"> • List and review instructions step by step • Verbal and written examples <ul style="list-style-type: none"> • Encourage asking questions • Build on students prior knowledge • Incorporate more reading and writing • Encourage participation in whole class setting • Engage students in producing language such as describing, retelling, comparing, contrasting, summarizing, graphs, charts, diagrams, creating rebuses 	<p style="text-align: center;">Continue Stage I-III Strategies Plus</p> <ul style="list-style-type: none"> • Have students brainstorm, list, web, use graphic organizers. • Encourage writing and speaking on a regular basis (warm-up, TOD, etc) • Encourage sharing thinking in English (whole class, turn and talk, etc) • Ask questions soliciting opinions, judgment, explanation (more why and how questions) • Introduce figurative language • Develop more academic language (oral and written) 	<p style="text-align: center;">Continue Stage I - IV Plus</p> <ul style="list-style-type: none"> • Incorporate note-taking skills • Enhance Study skills • Test taking skills • Encourage discussions • Ues idioms and jokes • Robust curriculum • Demonstrate how to verify answers (oral and written) • Expand figurative language (idioms)
Tiered Questions (Prompts)	<ul style="list-style-type: none"> • Show me. . . • Circle the. . . • Where is . . .? • Who has . . .? 	<ul style="list-style-type: none"> • Yes/No Questions • Either/or Questions • Who, what and how many questions 	<ul style="list-style-type: none"> • Why . . .? • How . . .? • Explain . . .? • Questions requiring a phrase or short sentence answers 	<ul style="list-style-type: none"> • What would happen if . . .? • Why do you think . . .? • Questions requiring more than one sentence response 	<ul style="list-style-type: none"> • Decide if. . . • Retell. . .