

## Language Acquisition Chart

	<b>Stage 1-Entering</b>
<b>Other Names</b>	<ul style="list-style-type: none"> <li>• Newcomer</li> <li>• Pre-Production</li> <li>• Silent Period Stage</li> </ul>
<b>Definition</b>	<ul style="list-style-type: none"> <li>• The student does not understand or speak English with the exception of a few isolated words or expressions</li> <li>• The student is listening and absorbing language</li> <li>• The student is adjusting to U.S. culture</li> <li>• 0-500 receptive word vocabulary</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>• Has minimal receptive vocabulary and only comprehends key words</li> <li>• May not produce speech for many months</li> <li>• Will try to make sense out of messages</li> <li>• Is working to gain familiarity with the sounds, rhythm and patterns of English</li> <li>• Responds to commands</li> <li>• May participate in shared readings</li> <li>• Relies heavily on context and picture cues for comprehension</li> <li>• Student indicates comprehension non-verbally (pointing, nodding, etc.)</li> </ul> <p>ABLE TO: observe, locate, label, match, show, classify, categorize,</p>
<b>Teaching Strategies</b>	<ul style="list-style-type: none"> <li>• Use gestures, manipulatives, visuals, props, realia (real things)</li> <li>• Create climate of acceptance/respect that supports acculturation</li> <li>• Give one and two-step directions in English supported by modeling, visuals, demonstrations, etc.</li> <li>• Provide materials or support staff in student's first language</li> <li>• Use buddies and cooperative grouping</li> <li>• Provide safe opportunities for student to attempt language production (i.e. chants, songs and poems)</li> <li>• Display print to support oral language</li> <li>• Use hands-on activities</li> <li>• Repeat directions and vocabulary</li> <li>• Model directions for student</li> <li>• Modify your speech: speak softly, slowly, emphasize key words, and simplify grammar and vocabulary</li> <li>• Do not talk more loudly or out of context</li> <li>• Use physical response to check for understanding</li> <li>• Ask yes/no questions</li> <li>• Ask students to point/draw/show</li> <li>• Teach content area vocabulary</li> <li>• Label classroom items using both languages</li> <li>• Be animated and enthusiastic</li> </ul>
<b>Relative Time Line</b>	<ul style="list-style-type: none"> <li>• 0-6 months in U.S. School System</li> <li>• Often can be a whole calendar year</li> </ul>



	<b>Stage 3-Developing</b>
<b>Other Names</b>	<ul style="list-style-type: none"> <li>• Intermediate/Speech Emergence</li> <li>• Short phrases/Simple sentences</li> <li>• Social Language</li> </ul>
<b>Definition</b>	<ul style="list-style-type: none"> <li>• The student understands and speaks conventional and academic English with decreasing hesitancy and difficulty</li> <li>• The student is post-emergent, developing reading comprehension and writing skills in English</li> <li>• The student possesses some English literacy skills that allow the student to demonstrate academic knowledge in content areas with assistance</li> <li>• The student still makes grammatical, word order and usage errors and is still limited in vocabulary development and comprehension of texts and spoken English</li> <li>• Up to 7,000 receptive/active word vocabulary</li> </ul>
<b>Student Behaviors</b>	<ul style="list-style-type: none"> <li>• Will speak with less hesitation and demonstrate increased understanding</li> <li>• Produces longer phrases or sentences with grammatical inaccuracy</li> <li>• Uses newly acquired receptive vocabulary to experiment with English</li> <li>• Participates more fully in discussions, including those with academic content</li> <li>• Functions at a social level</li> <li>• Depends heavily on context</li> <li>• Studies "big ideas" and key concepts in content areas</li> <li>• Engages in independent reading based on oral fluency and prior experiences with print, still uses limited vocabulary</li> <li>• Demonstrates comprehension by responding orally and in written form (charts, graphs, diagrams)</li> </ul> <p>ABLE TO: tell, describe, restate, compare, summarize, question, map, dramatize</p>
<b>Teaching Strategies</b>	<p><i>Continue Stage 1 and 2 Strategies PLUS:</i></p> <ul style="list-style-type: none"> <li>• List and review instructions step by step</li> <li>• Build on student's prior knowledge</li> <li>• Incorporate more reading and writing</li> <li>• Ask students to describe personal experiences</li> <li>• Focus on communication in meaningful contexts, where students can express themselves in speech and print for a wide range of purposes and audiences</li> <li>• Use semantic mapping and content webbing to develop vocabulary</li> <li>• Provide content-area texts, newspapers, trade books, magazines, etc. that are rich in visuals to promote conceptual development</li> <li>• Encourage drama, art, music and other forms of creative expression to represent meaning</li> <li>• Use performance based assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Ask open-ended questions that stimulate language production</li> </ul>
Relative Time Line	<ul style="list-style-type: none"> <li>• 1-3 years in U.S. School System</li> </ul>

	<b>Stage 4-Expanding</b>
Other Names	<ul style="list-style-type: none"> <li>• High/Advanced Intermediate</li> <li>• Academic Language Stage</li> </ul>
Definition	<ul style="list-style-type: none"> <li>• The student understand and speaks conversational English without apparent difficulty, but understands and speaks academic English with some hesitancy</li> <li>• The student continues to acquire reading and writing skills in content areas needed to achieve grade level expectations with assistance</li> <li>• The student can communicate thoughts more completely, can participate in every day conversations without highly contextualized support</li> <li>• Up to 12,000 receptive/active word vocabulary</li> </ul>
Student Behaviors	<ul style="list-style-type: none"> <li>• Engages in and produces connected English speech</li> <li>• Shows good comprehension</li> <li>• Demonstrates increased levels of accuracy and correctness</li> <li>• Uses expanded vocabulary and higher-order language usages (persuade, evaluate, etc.)</li> <li>• Reads a wider range of narrative genre and content texts with increasing comprehension</li> <li>• Makes complex grammatical errors</li> <li>• Functions fairly well with academic concepts</li> <li>• Conducts research projects</li> <li>• Still needs support for complex language and concepts</li> </ul> <p>ABLE TO: Imagine, create, appraise, contrast, predict, express, report, estimate, evaluate, explain</p>
Teaching Strategies	<p><i>Continue Stage 1-3 Strategies PLUS:</i></p> <ul style="list-style-type: none"> <li>• Introduce more academic language and vocabulary both oral and written</li> <li>• Ask questions soliciting opinions, judgement, explanation (more why and how questions)</li> <li>• Have students brainstorm, list, web, use graphic organizers</li> <li>• Structure group discussions</li> <li>• Guide use of reference materials</li> <li>• Facilitate more advanced literature studies</li> <li>• Provide for a variety of realistic writing experiences</li> <li>• Publish student-authored stories, newsletter, bulletins, etc.</li> </ul>
Relative Time Line	<ul style="list-style-type: none"> <li>• 3-5 years in U.S. School System</li> </ul>

	Stage 5-Bridging
Other Names	<ul style="list-style-type: none"> <li>• Advanced</li> <li>• Fluent</li> <li>• Academic Language Stage</li> </ul>
Definition	<ul style="list-style-type: none"> <li>• The student understands and speaks conversational and academic English well</li> <li>• The student is near proficient in reading, writing, and content area skills needed to meet grade level expectations</li> <li>• The student requires occasional support</li> <li>• Beyond 12,000 receptive/active word vocabulary</li> </ul>
Student Behaviors	<ul style="list-style-type: none"> <li>• Has advanced skills in cognitive/academic language</li> <li>• Functions on an academic level with age/grade peers</li> <li>• Maintains two-way conversations</li> <li>• Uses more complex grammatical structures</li> <li>• Demonstrates comprehension in decontextualized situations</li> <li>• Uses enriched vocabulary</li> <li>• Produces language comparable to native English speakers peers</li> </ul> <p>ABLE TO: relate, infer, hypothesize, outline, revise, suppose, verify, rewrite, assess, justify, critique, summarize, illustrate, judge, demonstrate</p>
Teaching Strategies	<p><i>Continue Stage 1-4 Strategies PLUS:</i></p> <ul style="list-style-type: none"> <li>• Incorporate note-taking skills</li> <li>• Teach study skills</li> <li>• Teach test-taking skills</li> <li>• Demonstrate how to verify answers (oral and written)</li> <li>• Expand figurative language (idioms)</li> <li>• Continue on-going language development through integrated language arts and content-area activities</li> </ul>
Relative Time Line	<ul style="list-style-type: none"> <li>• 5-7 years in U.S. School System</li> </ul>