

	General Description	Student <u>Input</u> Characteristics (Listening & Reading)	Student <u>Output</u> Characteristics (Speaking & Writing)	Teaching and Assessment Strategies
Stage 1 Pre-Production	<ul style="list-style-type: none"> • Silent period • Receptive period • Watches carefully • 0-12 months (approx.) • Fluid time frame • WELPA Level 1 • 0-12 months • WELPA level 1 (Beginning/Advanced Beginning) 	<ul style="list-style-type: none"> • Not yet reading • Developing print awareness • Listens actively • Watches carefully 	<ul style="list-style-type: none"> • Non-verbal • Echoes, mimics • Experiments with sounds • Uses gestures • Draws • Sorts • Copies • Points • Not yet writing, but can point, sort, sketch, copy, etc. 	<ul style="list-style-type: none"> • Use visuals • Model or demonstrate processes and tasks (I do, we do, you do) • Employ gestures/body language • Use concrete visuals (things one can touch/feel/examine) • Use repetition • Design intentional questions for the output capabilities of this stage • Student can show understanding by use visuals/realia/manipulatives by pointing, sorting, sketching, etc.
<div style="border: 1px solid black; padding: 10px; width: fit-content; margin: 0 auto;"> <h2 style="margin: 0;">Always thinking</h2> </div>				
Stage 2 Early Production	<ul style="list-style-type: none"> • Speaking 20%, Listening 80% • Uses basic functional words • Beginning of basic interpersonal • 1-3 word phrase • Asks for help • WELPA • 6 month to 2 years • Last 6 months to 2 years • Survival words/language • Beginning BICs • WELPA level 1 	<ul style="list-style-type: none"> • Gaining phonemic awareness and beginning to decode • Reads word by word (word patterning helps) • Still listens intently (sometimes eye contact) • Can match written word to spoken word 	<ul style="list-style-type: none"> • Mimicking (continued) • Expressive output about 20% (200 words) • Pre-writes (name etc.) • Asks for help • 1-3 word phrases • "Help" (asks for help) • 1-3 word phrases • List, copy • Brainstorm • Mostly silent • Mostly mimic 	<ul style="list-style-type: none"> • Yes/no, T/F, either/or questions • Lots of modeling • Select pictures • Answer questions in L1 • Use repetitive language in teaching • Acting out the answers • Use higher level questions/answers • Use patterning • Repeat often • Ok to ask high level questions (T/F) (Y/N) • Responses may be 1-3 words • Sort • L1 • Uses gestures, pictures, realia... • Use written/oral vocabulary supported by↑ • Lower the affective filter
Stage 3 Speech Emergence	<ul style="list-style-type: none"> • WELPA level 2 • BICX high • Beginning CALP • Talking in phrases (sentences) w/errors • 2000-3000 words 	<ul style="list-style-type: none"> • Understands w/support of pictures • Can read short of modified text • Understands 2-step directions • Basic decoding w/visual support 	<ul style="list-style-type: none"> • Answers questions yes/no, how, why • Journal write about self • Sounds out stories phonetically • Discourse with peers • Peer/pair reading 	<ul style="list-style-type: none"> • Close activities • Conduct pre-reading activities • Modify text (shorten or visuals) • Chunk text (or info) • Project demonstrations • Partially completed organizers

	<ul style="list-style-type: none"> • 2-3 years • Need language support (L1) • BICs is highly developed (social everyday language) • More willing to participate • CALP is beginning to emerge (Academic lang) • WELPA level 2 	<ul style="list-style-type: none"> • Reads easy words • Understands 1-2 step directions • Paired/partner reading 	<ul style="list-style-type: none"> • Make journal entries simple sentences • Ask questions about pictures • Speech is more uniform 	<ul style="list-style-type: none"> • Internals questions how/why.... • Shorter written passages • Matching • Picture walk • Can answer verbally • How and why questions • Chunk text (+) • Use organizers • Journal writing
<p>Stage 4</p> <p>Intermediate Fluency</p>	<ul style="list-style-type: none"> • More spontaneous in verbal reactions • CALP more developed • 3000-5000 • WELPA level 3=advanced • L1 influences sentence structure • Still fluent but still need CALP development • 3000-5000 words • WELPA level <u>Advanced</u> (3) • 3-5 years 	<ul style="list-style-type: none"> • May mix L1/L2 • Self monitor, correct/decode while reading • Can locate information • Locates information from text using context clues • Orally fluent • Self corrects/ monitors-checks 	<ul style="list-style-type: none"> • May mix L1/L2 • Able to be more abstract in speaking/write • Able to take risks • checks comprehension with peers • Engages spontaneously • Takes risks with unfamiliar words • Needs form support in writing • Speaking/writing longer, more complex sentences 	<ul style="list-style-type: none"> • Need rehearsal time • Move into written assessments (adapted shorter more time) • Open-ended questions.... • Formal writing • Provide time for oral rehearsal • Provide open-ended prompts • Provide L1 materials • Encourage <u>writing</u> • Ask higher level questions • May give shorter assignments/assessments
<p>Stage 5</p> <p>Fluency</p>	<ul style="list-style-type: none"> • 5-7 years 	<ul style="list-style-type: none"> • Read with expression • Use strategies to find meaning 	<ul style="list-style-type: none"> • Can joke and tease in L2 • Write extended pieces • Can distinguish between main ideas/detail • Ask questions just like English peers 	