

Name \_\_\_\_\_

Grade /Year \_\_\_\_\_

School \_\_\_\_\_

**Academic Second Language development**

Level of English Production	Student Characteristics and Needs	How Student Learns
<b>Pre-Production</b>	Silent Period: <ul style="list-style-type: none"> <li><input type="checkbox"/> No speaking</li> <li><input type="checkbox"/> Responds to instructions and commands</li> <li><input type="checkbox"/> Need for environments where they can understand teachers and peers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learns by listening and watching</li> <li><input type="checkbox"/> Points, gestures, draws or recreates something to show understanding</li> </ul>
<b>Early Production</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks using one or two words</li> <li><input type="checkbox"/> Gives “yes” or “no” answers</li> <li><input type="checkbox"/> May mix languages (this is part of normal development)</li> <li><input type="checkbox"/> Need for environments where they can understand teachers and peers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learns by listening, watching and speaking using one or two words</li> <li><input type="checkbox"/> Points, gestures, draws or recreates or responds to questions with one or two word answers to show understanding</li> </ul>
<b>Speech Emergence</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Speaks using more than one or two words to express a thought and can retell a story or event</li> <li><input type="checkbox"/> Responds to open-ended questions</li> <li><input type="checkbox"/> Ready for formal reading and writing instruction in English</li> <li><input type="checkbox"/> Need for environments where they can understand teachers and peers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Begins to ask questions</li> <li><input type="checkbox"/> Utilizes basic literacy skills</li> <li><input type="checkbox"/> Participates in discussions and responds to questions using emerging syntactic structures (grammar)</li> </ul>
<b>Intermediate Fluency</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Ready for more advanced reading and writing in English</li> <li><input type="checkbox"/> Needs considerable help with vocabulary development in math science and social studies</li> <li><input type="checkbox"/> Need for environments where they can understand teachers and peers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses more advanced literacy skills</li> <li><input type="checkbox"/> Builds on content learned through discussions using more advanced syntactic structures</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Language and learning skills are comparable to those of a native English speaker in academic settings</li> </ul>	

Adapted from Krashen & Terrell, (1983) *The Natural Approach*