### APPROXIMATE TIME TO PROGRESS THROUGH STAGE

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### LEARNER CHARACTERISTICS

#### 0 – 6 MONTHS

- * Can be silent for an initial period of time
- * Initially has little or no understanding of English
- * Responds physically (e.g., pointing, matching, drawing) to simple commands, directions and questions
- * Recognizes basic vocabulary and high frequency words
- * May guess at global meanings using context clues, gestures, etc.
- * May begin to speak with few words or imitate the vocalization of others in words or short phrases
- * At higher ends able to generate simple texts but test will include nonconventional features such as inventive spelling, inaccurate grammar, etc.

#### 6 MO. – 2 YR.

- * Can understand phrases and short sentences
- * Communicates basic information with memorized phrases, groups of words and formulas
- * Beginning to use general academic vocabulary and everyday expressions.
- * Expresses basic needs
- * Writes some basic personal information
- * Recognizes words from learned material and environmental print
- * Grammatical forms may include present, present progressive and imperative
- * Reading/writing proficiency varies depending on students’ literacy development in L1 and knowledge of alphabet

#### 2 – 3 YEARS

- * Increased comprehension in context
- * Uses routine expressions
- * Need continued vocabulary development
- * Some basic errors in speech
- * Can respond both orally and in writing
- * May sound proficient but has social/vernacular language – NOT academic language
- * May be English dominant
- * Inconsistent use of standard grammatical structures
- * Proficiency in reading depends on prior experiences and knowledge of themes, concepts and genres

#### 3 – 4 YEARS

- * Very good comprehension
- * More complex sentences
- * Fewer errors in speech
- * Engages in conversation on a variety of topics and skills adequate for daily needs
- * Uses English for learning in content areas
- * MAY SEEM FLUENT BUT STILL NEEDS CALD DEVELOPMENT
- * Vocabulary is specific
- * Can manipulate language to represent their thinking but may have difficulty with abstract academic concepts
- * May have difficulty with grade-level literacy

### APPROPRIATE LEARNER RESPONSE

- * Listen, point, move, nod, mime, match, draw, select, choose, act out, circle, gesture, yes/no, say names of other students, categorize, respond to commands, repeat*

### TEACHING STRATEGIES

- * Use visuals and pictures
- * Clear speech, emphasizes key words, uses more pauses between phrases
- * Key words written on board; students may copy as appropriate
- * Modeling
- * TPR (pointing, nodding)
- * Repeat and review
- * Do not use slang words or idioms
- * Use metaphors
- * Teach writing conventions
- * Illustrate concepts
- * Choral reading
- * * Construct opportunities for students to show rather than tell what they know
- * Comprehensible input (e.g., use clear, understandable language, objects, visuals)
- * Build background knowledge
- * Comprehensible input
- * Vocabulary development
- * Provide extensive opportunities and feedback with language use
- * Build background knowledge

### INSTRUCTIONAL FOCUS: LANGUAGE

- * Assess students’ reading skills in five critical elements of reading (phonemic awareness, phonics, fluency, vocabulary, and reading comprehension and match instruction to students’ demonstrated needs
- * Begin instruction in foundational reading skills immediately (e.g. phonemic awareness, phonics, and fluency) – you may begin in L1 or L2 or both

### INSTRUCTIONAL FOCUS: READING

- * Provide instruction in reading with expression, vocabulary and reading comprehension according to student language development using visuals, modeling, and strategic use of native language to develop academic concepts