

The 5 Stages of Language Acquisition

Stage	Students Have:	Students Can:	Teachers Should:
<u>Stage 1</u> Pre-Production SOLOM 0-5	Minimal comprehension No verbal production	Nod answers to questions Point to objects or print Categorize objects or pictures Pantomime & role play Draw cartoons & pictures Move to show understanding Match words or objects	Provide listening opportunities Create a classroom full of language Use mixed ability groups Create high context for shared reading Use physical movement Use art, mime, and music
<u>Stage 2</u> Early Production SOLOM 6-10	Limited comprehension One/two word responses	Identify people, places, and things Repeat memorable language List & categorize Listen with greater understanding Use routine expressions independently	Ask yes no, Who? What? Where? questions Provide listening opportunities with rich context Have students: complete sentences with 1-2 words label, manipulate pictures/objects Do shared reading with props, building on prior knowledge Use predictable & patterned books Introduce dialogue journals
<u>Stage 3</u> Speech Emergent SOLOM 11-15	Good comprehension Enough proficiency to make simple sentences (with errors)	Describe events, places, and people Recall facts Explain academic concepts Define new vocabulary Retell information from text Summarize Compare & contrast	Ask open-ended questions Model, expand, restate, & enrich student language Use patterned & predictable books Support the use of content-area texts with retelling, role-play, etc Have students: describe personal experiences , create books through language arts experience activities

<p><u>Stage 4</u></p> <p>Intermediate Fluency</p> <p>SOLOM 16-20</p>	<ul style="list-style-type: none"> ▪ Excellent comprehension ▪ Few grammar errors 	<ul style="list-style-type: none"> ▪ Give opinions ▪ Justify views or behaviors ▪ Negotiate with others ▪ Debate with others ▪ Defend actions & opinions ▪ Persuade ▪ Express the results of synthesis, analysis, and evaluation 	<ul style="list-style-type: none"> ▪ Structure group discussions ▪ Guide use of reference materials ▪ Provide more advanced literature ▪ Ask students to create narratives ▪ Provide for a variety of realistic writing opportunities ▪ Publish students' writing
<p><u>Stage 5</u></p> <p>Advanced Fluency</p> <p>SOLOM 21-25</p>	<ul style="list-style-type: none"> ▪ Near native speech 	<ul style="list-style-type: none"> ▪ Produce written and oral language that is comparable to that of native speakers of English of the same age 	<ul style="list-style-type: none"> ▪ Continue on-going language development through integrating language arts and content-area activities