

STAGES OF SECOND LANGUAGE ACQUISITION

Silent Period	<p>1. Preproduction</p> <ul style="list-style-type: none"> • Listens • Often responds non-verbally • 0 to 6 months in U.S. school 	<ul style="list-style-type: none"> • Points to an item, picture, or person • Performs an act (such as standing up or opening the door) • Gestures or nods (to show agreement or disagreement) • Says "Yes" or "No" • Understands 0 - 500 words
Social Language Stages	<p>2. Early Production</p> <ul style="list-style-type: none"> • One – two word stage • 6 months to 1 year in U.S. school 	<ul style="list-style-type: none"> • Answers with "Yes" or "No" • Answers questions with one word (for example, "Is the box big or little?" "Big.") • Puts two or more words together (for example, "small square") • Uses repetitive language patterns (for example, "May I go to the bathroom?" "My name is John.") • Understands/uses up to 1000 words
	<p>3. Low Intermediate Fluency</p> <ul style="list-style-type: none"> • Basic communication skills • 1 to 3 years in U.S. school 	<ul style="list-style-type: none"> • Uses 3 or more words and short phrases (e.g. "I like pizza." "Stand up.") • Uses beginning dialogue / full simple sentences • Many mistakes in grammar, word order, word usage • Continues to have limited comprehension and speaking vocabulary • Understands/uses 3000 to 7000 words • Able to tell, describe, restate, compare
Academic Language Stages	<p>4. High Intermediate Fluency</p> <ul style="list-style-type: none"> • Near-native fluency • 3 to 5 years in U.S. school 	<ul style="list-style-type: none"> • Uses complex statements (for example, "I want to learn about reptiles that live in Africa.") • States opinions (for example, "I think this food is too spicy.") • Speaks at length • Understands/uses 6000 to 12000 words • Able to contrast, predict, evaluate, explain
	<p>5. Advanced Fluency</p> <ul style="list-style-type: none"> • Native-like fluency • 5 to 7 years in U.S. school 	<ul style="list-style-type: none"> • Participates fully in the grade level classroom activities with support for understanding specialized academic language in the content area • Continues to grow in cultural and background knowledge of the language • Uses content area vocabulary • Able to infer, hypothesize, justify, summarize

- Please note that students will progress at independent rates depending on previous schooling, acculturation, and motivation.
- Students with no previous schooling will take longer to progress through these stages.
- Most Culturally and Linguistically diverse students have extensive language ability in their native language.