

Teacher Prompts for Each Stage of Second Language Acquisition

Language Stage	Characteristics	Approximate Time Frame	Teacher Prompts
Level 1 Preproduction/ Entering	The student <ul style="list-style-type: none"> • Has minimal comprehension. • Does not verbalize. • Nods “Yes and “No”. • Draws and points 	0-6 months	<ul style="list-style-type: none"> • Show me... • Circle the... • Where is...? • Who has...?
Level 2 Early Production/ Beginning	The student <ul style="list-style-type: none"> • Has limited comprehension. • Produces one- or two-word responses. • Uses key words and familiar phrases. • Uses present-tense verbs. 	6 months – 1 year	<ul style="list-style-type: none"> • Yes/no questions • Either/or questions • Who...? • What...? • How many...?
Level 3 Speech Emergent/ Developing	The student <ul style="list-style-type: none"> • Has good comprehension. • Can produce simple sentences. • Makes grammar and pronunciation errors. • Frequently misunderstands jokes. 	1-3 years	<ul style="list-style-type: none"> • Why...? • How...? • Explain... • Questions requiring phrase or short-sentence answers.
Level 4 Intermediate Fluency/Expanding	The student <ul style="list-style-type: none"> • Has excellent comprehension. • Makes few grammatical errors. 	3-5 years	<ul style="list-style-type: none"> • What would happen if...? • Why do you think...? • Questions requiring more than a sentence response.
Level 5 Advanced Fluency/Bridging	The student has a near native level of speech.	5-7 years	<ul style="list-style-type: none"> • Decide if... • Retell...
Level 6 Native Speaker/Reaching			

Notes:

1. Work to transition students to the next language stage by using prompts from the next higher level.
2. For Levels 4 and 5 it is okay to ask questions that require lots of verbal output. It is not okay to ask questions requiring minimal verbal output.
3. Use tiered questions to engage all ELLs in whole-class activities, or use one-on-one for comprehension and content learning checks