








































































English as an Additional Language (EAL) Listening & Speaking Continuum

| New to English | Early Acquisition | Becoming Familiar |
|---|---|---|
| <ul style="list-style-type: none">  Listens attentively to an English speaker with guidance.  Follows one-step directions.  Uses context cues to respond appropriately to classroom routines.  Responds to greetings with nods and gestures.  Responds to simple questions with guidance.  Expresses needs in English with single words and gestures.  Responds during classroom discussions with nods and gestures.  Participates non-verbally in the classroom.  Names simple objects with guidance.  Repeats English words and phrases with guidance.  Echoes single words and/or short phrases. <input checked="" type="checkbox"/> Produces single words and/or stock phrases with guidance.  Demonstrates enthusiasm about learning English. | <ul style="list-style-type: none">  Begins to follow illustrated stories and classroom instruction  Follows two-step directions.  Responds to greetings with single words and/or phrases.  Begins to respond to simple questions with one-word answers.  Begins to express needs and give basic information (e.g., "I'm fine" and "this car").  Participates orally in classroom discussions with guidance.  Uses some basic classroom vocabulary.  Understands everyday classroom and subject area language with guidance.  Begins to repeat new English words and phrases clearly. <input checked="" type="checkbox"/> Begins to communicate using short phrases and simple language patterns, producing telegraphic sentences (e.g., "I want to go shop buy toy.").  Practices English and tries new words and phrases. | <ul style="list-style-type: none">  Begins to listen attentively to an English speaker.  Follows multi-step directions.  Begins to use English in social situations.  Responds to greetings with phrases.  Responds to simple questions with more than one-word answers.  Uses different language functions in discussions (e.g., predicting and describing) with guidance.  Participates in classroom discussions and offers opinions and feedback with guidance.  Begins to understand classroom and subject area language.  Begins to use expanding vocabulary that is less context-bound.  Begins to speak English clearly. <input checked="" type="checkbox"/> Communicates using short phrases and simple language patterns. <input checked="" type="checkbox"/> Begins to use connected discourse (e.g., "Yesterday I go pool and I swam."). |

| Becoming Competent | Becoming Fluent | Fluent |
|--|---|--|
| <ul style="list-style-type: none">  Begins to contribute to group discussions and offer opinions and/or feedback during discussions.  Paraphrases oral information with guidance.  Uses English in social situations.  Begins to respond to more complex questions.  Expresses needs and gives information independently.  Begins to ask questions to clarify content and meaning.  Begins to use more complex language functions (e.g., hypothesizing and reasoning) within an academic context.  Begins to use an extensive vocabulary, using some abstract and specialized subject area words.  Understands classroom and subject area language with repetition, rephrasing, or clarification.  Speaks English clearly. <input checked="" type="checkbox"/> Produces longer, more complex utterances using phrases, clauses, and sequence words (e.g., "next" and "then"). <input checked="" type="checkbox"/> Begins to use correct form when asking questions. <input checked="" type="checkbox"/> Begins to use correct verb tense to express present, past, and future.  Shows interest in improving language skills and accuracy. | <ul style="list-style-type: none">  Listens attentively to an English speaker.  Listens to others and offers opinions and/or feedback.  Begins to paraphrase oral information.  Uses language appropriately across the curriculum for different purposes and audiences.  Responds to complex questions independently.  Asks questions to clarify content and meaning.  Develops awareness that there are appropriate forms and styles of language for different purposes and audiences.  Begins to speak with confidence in front of a group.  Uses more extensive vocabulary, using abstract and specialized subject area words independently.  Understands classroom and subject area language at nearly normal speed.  Speaks English with near-native fluency; any hesitation does not interfere with communication.  Begins to vary speech appropriately using intonation/ stress. <input checked="" type="checkbox"/> Uses correct form when asking questions.  Speaks confidently and uses new vocabulary flexibly. | <ul style="list-style-type: none">  Contributes to group discussion with ideas and appropriate suggestions.  Paraphrases oral information independently.  Communicates competently in social and academic settings.  Participates and performs competently in all subject areas.  Employs a full range of language functions independently, using abstract and complex language to express ideas and opinions appropriate to age.  Speaks with confidence in front of a group.  Understands a wide range of classroom and subject area language with native competence.  Uses vocabulary approximating that of a native speaker.  Speaks as fluently as a native speaker.  Varies speech appropriately using intonation and stress independently. <input checked="" type="checkbox"/> Uses a wide range of language patterns and complex compound tenses to create properly connected discourse (e.g., "Tomorrow I will be going on a long trip and I will see my good friend."). |

 Listening and Comprehension
  Oral Expression
  Vocabulary
  Pronunciation and Fluency
 Grammar
  Attitude