

<b>Preproduction</b>	<b>Early Production</b>	<b>Speech Emergence</b>	<b>Intermediate Fluency</b>
<u>Learner Behaviors</u> Points to items Follows commands Listens primarily Receptive vocabulary ____ words	<u>Learner Behaviors</u> One to two word responses Labels and matches items Lists items Productive vocabulary _____ words	<u>Learner Behaviors</u> Phrases and simple sentences Compare/contrast items using diagrams Describes items in simple terms Productive vocabulary _____ words	<u>Learner Behaviors</u> Beginning CALP Dialogue & discourse with grammatical & rhetorical errors Begin reading & writing more decontextualized passages with support
<u>Modified Teaching Strategies</u> *Total Physical Response *Gouin Series Matching words & pictures Matching sentence strips and pictures from a Gouin Series	<u>Modified Teaching Strategies</u> *Jazz Chants Simple role plays requiring little verbal expression Cooperative learning in pairs requiring little verbal expression Graphic organizers using pictures & words Hands-on activities	<u>Modified Teaching Strategies</u> Simple poems Simple songs Word banks Cooperative learning in pairs & groups with contextual support Fill-in-the-blank phrases and sentences to extend language Graphic organizers & diagrams Simplified Language Experience Approach	<u>Modified Teaching Strategies</u> DRLTA with level-appropriate texts Process Writing
<u>Modified Input &amp; Interaction</u> Gestures & acting out Repetition Rephrasing Pictures & props Simple yes/no questions Focus on here and now Simplified language Connect words with pictures & gestures	<u>Modified Input &amp; Interaction</u> Model tasks & language Either/or questions Simple who and where questions Refer to picture dictionaries	<u>Modified Input &amp; Interaction</u> Focus content on key concepts Highlight keywords Use bulleted lists rather than extended texts Frequent comprehension check Expand vocabulary through paraphrasing and teaching synonyms Simple how and why questions	<u>Modified Input &amp; Interaction</u> Provide alternative assessment Check for language bias Check for cultural bias Provide additional contextual support Provide additional interaction through pair & small group cooperative learning Check for idioms & complex structures

Write your students' names in the appropriate columns and use this grid to modify your lesson plans and instruction-- Adapted from Bell, J. (1991). Teaching Multilevel Classes in ESL. San Diego, CA: Dominic Press.

\*=ESOL-specific teaching strategies