## Observable Language Development Checklist



## **Observable Language Development Chart**



| Stage                              | Listening   | Speaking  | Reading  | Writing  |
|------------------------------------|---|---|--|--|
| <b>Stage 1</b><br>Survival English | Understands basic<br>instructions with<br>gestures or visuals | Uses one-<br>word answers<br>or memorized<br>phrases      | Recognizes<br>common sight<br>words or names             | Copies words or phrases                                    |
| Stage 2 Support Communication      | Follows multi-<br>step instructions<br>in familiar context    | Speaks in short<br>patterned<br>sentences using<br>frames | Reads short<br>texts with visual<br>supports             | Writes simple<br>sentences with<br>structured support      |
| Stage 3 Independent Communication  | Understands<br>classroom<br>discussions and<br>questions      | Participates in conversations with some elaboration       | Reads and<br>summarizes<br>grade-appropriate<br>texts    | Writes connected sentences in short paragraphs             |
| Stage 4 Academic Proficiency       | Understands<br>abstract and<br>subject-specific<br>language   | Speaks fluently in academic settings                      | Reads complex<br>texts with<br>inference and<br>analysis | Writes multi-<br>paragraph<br>compositions with<br>clarity |

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| Stage                           | Listening  | Speaking   | Reading  | Writing  |
|---------------------------------|--|--|--|--|
| Stage 1 Emerging Use of English | Responds to<br>visual cues and<br>simple commands            | Repeats<br>words, mimics<br>expressions                          | Identifies<br>letters and<br>environmental<br>print          | Copies words,<br>labels, and<br>familiar names               |
| Stage 2 Supported Engagement    | Follows basic oral instructions with support                 | Produces simple<br>sentences on<br>familiar topics               | Reads patterned<br>texts or beginner<br>readers              | Writes lists,<br>sentence<br>fragments, simple<br>statements |
| Stage 3 Accurate Use in Context | Comprehends<br>classroom<br>language and<br>explanations     | Engages in basic<br>conversations<br>with increasing<br>accuracy | Reads more<br>ambitious<br>texts with basic<br>comprehension | Writes organized paragraphs with some grammar errors         |
| Stage 4<br>Literacy Growth      | Understands<br>academic<br>vocabulary and<br>extended speech | Explains ideas<br>using appropriate<br>grammar and<br>structure  | Reads academic<br>texts and extracts<br>key ideas            | Writes multi-<br>paragraph<br>responses and<br>short essays  |