

Example Teacher Strategies for Students at Different Proficiency Levels in LISTENING



Can Do Descriptors: Grade Level Cluster 1-2

For the given level of English language proficiency and with visual, graphic, or interactive support through Level 4, English language learners can process or produce the **language** needed to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 Reaching
LISTENING	<ul style="list-style-type: none"> • Follow modeled, one-step oral directions (e.g., “Find a pencil.”) • Identify pictures of everyday objects as stated orally (e.g., in books) • Point to real-life objects reflective of content-related vocabulary or oral statements • Mimic gestures or movement associated with statements (e.g., “This is my left hand.”) 	<ul style="list-style-type: none"> • Match oral reading of stories to illustrations • Carry out two- to three-step oral commands (e.g., “Take out your science book. Now turn to page 25.”) • Sequence a series of oral statements using real objects or pictures • Locate objects described orally 	<ul style="list-style-type: none"> • Follow modeled multi-step oral directions • Sequence pictures of stories read aloud (e.g., beginning, middle, and end) • Match people with jobs or objects with functions based on oral descriptions • Classify objects according to descriptive oral statements 	<ul style="list-style-type: none"> • Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information • Find details in illustrated, narrative, or expository text read aloud • Identify illustrated activities from oral descriptions • Locate objects, figures, places based on visuals and detailed oral descriptions 	<ul style="list-style-type: none"> • Use context clues to gain meaning from grade-level text read orally • Apply ideas from oral discussions to new situations • Interpret information from oral reading of narrative or expository text • Identify ideas/concepts expressed with grade-level content-specific language 	Write in grade-level Listening expectations below:

Example Strategies to Support Student Learning

Students: Level 1 Entering: Range 0-1.9	<ul style="list-style-type: none"> ➤ Model directions with actions or graphics ➤ Supply graphics on anchor charts modeling routines and procedures ➤ Repeat and paraphrase as needed ➤ Provide ample wait time ➤ Use visuals “graphic organizers” during lessons to model concepts include graphics as much as possible.
Students: Level 2 Beginning: Range 2-2.9	<ul style="list-style-type: none"> ➤ Complete graphic organizers and anchor charts with graphics ➤ Think alouds to model process and product ➤ Wait time ➤ Hand signals can be used to encourage silent participation. ➤ Supply Vocabulary Ahead of time when possible
Students: Level 3 Developing: Range 3-3.9	<ul style="list-style-type: none"> ➤ Begin having students use content vocabulary ➤ Paraphrase directions as needed ➤ Think alouds to model process and product ➤ Use less graphics, but still supply anchor charts or graphic organizers as needed
Students: Level 4 Expanding: Range 4-4.9	<ul style="list-style-type: none"> ➤ Supply visuals for abstract concepts ➤ Continue to give wait time to process language paraphrase as needed ➤ Anchor charts or graphic organizers to support learning and understanding
Students: Level 5 Bridging: Range 5-5.9	<ul style="list-style-type: none"> ➤ Scaffold with new concepts to build a basic knowledge ➤ Supply opportunity to practice with verbal and nonverbal responses
Students: Level 6 Proficient on 6+	Students should be able to meet grade level expectations in this area

Example Teacher Strategies for Students at Different Proficiency Levels in LISTENING