

Example Teacher Strategies for Students at Different Proficiency Levels in LISTENING



Can Do Descriptors: Grade Level Cluster 3-5

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"> Point to stated pictures, words, or phrases Follow one-step oral directions (e.g., physically or through drawings) Identify objects, figures, people from oral statements or questions (e.g., "Which one is a rock?") Match classroom oral language to daily routines 	<ul style="list-style-type: none"> Categorize content-based pictures or objects from oral descriptions Arrange pictures or objects per oral information Follow two-step oral directions Draw in response to oral descriptions Evaluate oral information (e.g., about lunch options) 	<ul style="list-style-type: none"> Follow multi-step oral directions Identify illustrated main ideas from paragraph-level oral discourse Match literal meanings of oral descriptions or oral reading to illustrations Sequence pictures from oral stories, processes, or procedures 	<ul style="list-style-type: none"> Interpret oral information and apply to new situations Identify illustrated main ideas and supporting details from oral discourse Infer from and act on oral information Role play the work of authors, mathematicians, scientists, historians from oral readings, videos, or multi-media 	<ul style="list-style-type: none"> Carry out oral instructions containing grade-level, content-based language Construct models or use manipulatives to problem-solve based on oral discourse Distinguish between literal and figurative language in oral discourse Form opinions of people, places, or ideas from oral scenarios 	Write in grade-level Listening expectations below:

Example Strategies to Support Student Learning

Level 1 Entering: Range 0-1.9 Students:	<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. <p>*Remember students are learning new sounds and are not expected to make sense of a lecture or text alone they will rely on these support to make sense of the things happening in the room. Especially level 1 and 2 students.</p>
Level 2 Beginning: Range 2-2.9 Students:	<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. Chart of sequence words for students to learn order
Level 3 Developing: Range 3-3.9 Students:	<ul style="list-style-type: none"> Begin having students use content vocabulary Paraphrase directions as needed Think alouds to model process and product, giving step by step directions (sequence words)
Level 4 Expanding: Range 4-4.9 Students:	<ul style="list-style-type: none"> Supply visuals for abstract concepts Continue to give wait time to process language paraphrase as needed Connect new concepts to previously mastered ideas Model high level language to expose students to simple and complex variety
Level 5 Bridging: Range 5-5.9 Students:	<ul style="list-style-type: none"> Scaffold with new concepts to build a basic knowledge Model complex speaking structure for students to emulate
Level 6 Proficient on 6+ Students:	Students should be able to meet grade level expectations in this area

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