

## Example Teacher Strategies for Students at Different Proficiency Levels in SPEAKING



### 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
<b>SPEAKING</b>	<ul style="list-style-type: none"> <li>Express basic needs or conditions</li> <li>Name pre-taught objects, people, diagrams, or pictures</li> <li>Recite words or phrases from pictures of everyday objects and oral modeling</li> <li>Answer yes/no and choice questions</li> </ul>	<ul style="list-style-type: none"> <li>Ask simple, everyday questions (e.g., “Who is absent?”)</li> <li>Restate content-based facts</li> <li>Describe pictures, events, objects, or people using phrases or short sentences</li> <li>Share basic social information with peers</li> </ul>	<ul style="list-style-type: none"> <li>Answer simple content-based questions</li> <li>Re/tell short stories or events</li> <li>Make predictions or hypotheses from discourse</li> <li>Offer solutions to social conflict</li> <li>Present content-based information</li> <li>Engage in problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>Answer opinion questions with supporting details</li> <li>Discuss stories, issues, and concepts</li> <li>Give content-based oral reports</li> <li>Offer creative solutions to issues/problems</li> <li>Compare/contrast content-based functions and relationships</li> </ul>	<ul style="list-style-type: none"> <li>Justify/defend opinions or explanations with evidence</li> <li>Give content-based presentations using technical vocabulary</li> <li>Sequence steps in grade-level problem-solving</li> <li>Explain in detail results of inquiry (e.g., scientific experiments)</li> </ul>	Write in grade-level Speaking expectations below:

### Example Strategies to Support Student Learning

<b>Level 1 Entering: Range 0-1.9</b> <b>Students:</b>	<ul style="list-style-type: none"> <li>Supply charts with simple word frames for answers to questions</li> <li>Allow students to give one word or hand signal responses when possible</li> <li>Build confidence by rewarding all attempts at responses</li> <li>Collaborative dialogue with proper speech modeled</li> </ul>
<b>Level 2 Beginning: Range 2-2.9</b> <b>Students:</b>	<ul style="list-style-type: none"> <li>Allow students to use transition word charts as needed</li> <li>Concentrate on students meaning and not just correctness</li> <li>Continue to encourage and builds students confidence to speak in class or small groups</li> <li>Give example responses using frames “The dog _____ in the park.”</li> </ul>
<b>Level 3 Developing: Range 3-3.9</b> <b>Students:</b>	<ul style="list-style-type: none"> <li>Supply vocabulary to aide in responses verbally and written</li> <li>Provide opportunities for students to present their own knowledge in all content areas</li> <li>Give key words for students to use to begin their responses “accountable talk posters”</li> </ul>
<b>Level 4 Expanding: Range 4-4.9</b> <b>Students:</b>	<ul style="list-style-type: none"> <li>Provide opportunities and encourage students to use academic language and increasing complex sentence structure</li> <li>Provide sentence frames with higher language discourse: “I hypothesize, When looking at the data...”</li> <li>Insist on correct and precise language</li> <li>Comprehension checking with speech in a variety of ways (group and Individual)</li> </ul>
<b>Level 5 Bridging: Range 5-5.9</b> <b>Students:</b>	<ul style="list-style-type: none"> <li>Provide opportunities for students to speak in all content areas</li> <li>Insist on correct and precise language usage</li> </ul>
<b>Level 6 Proficient on 6+</b> <b>Students:</b>	<b>Students should be able to meet grade level expectations in this area</b>

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