

Example Teacher Strategies for Students at Different Proficiency Levels in SPEAKING



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
SPEAKING	<ul style="list-style-type: none"> • Repeat simple words, phrases, and memorized chunks of language • Respond to visually-supported (e.g., calendar) questions of academic content with one word or phrase • Identify and name everyday objects • Participate in whole group chants and songs 	<ul style="list-style-type: none"> • Use first language to fill in gaps in oral English (code switch) • Repeat facts or statements • Describe what people do from action pictures (e.g., jobs of community workers) • Compare real-life objects (e.g., “smaller,” “biggest”) 	<ul style="list-style-type: none"> • Ask questions of a social nature • Express feelings (e.g., “I’m happy because...”) • Retell simple stories from picture cues • Sort and explain grouping of objects (e.g., sink v. float) • Make predictions or hypotheses • Distinguish features of content-based phenomena (e.g., caterpillar, butterfly) 	<ul style="list-style-type: none"> • Ask questions for social and academic purposes • Participate in class discussions on familiar social and academic topics • Retell stories with details • Sequence stories with transitions 	<ul style="list-style-type: none"> • Use academic vocabulary in class discussions • Express and support ideas with examples • Give oral presentations on content-based topics approaching grade level • Initiate conversation with peers and teachers 	Write in grade-level Speaking expectations below:

Example Strategies to Support Student Learning

Students: Level 1 Entering: Range 0-1.9	<ul style="list-style-type: none"> ➢ Supply charts with simple word frames for answers to questions ➢ Allow students to give one word or hand signal responses when possible ➢ Build confidence by rewarding all attempts at responses ➢ Give example responses such as: I think the rabbit did ____ because _____. Then let students choose words to complete sentence.
Students: Level 2 Beginning: Range 2-2.9	<ul style="list-style-type: none"> ➢ Allow students to use graphics to express some oral responses ➢ Concentrate on students meaning and not just correctness ➢ Continue to encourage and builds students confidence to speak in class or small groups ➢ Give example responses using frames “The dog _____ in the park.”
Students: Level 3 Developing: Range 3-3.9	<ul style="list-style-type: none"> ➢ Supply vocabulary to aide in responses verbally and written ➢ Provide opportunities for students to present their own knowledge ➢ Give key words for students to use to begin their responses “accountable talk”
Students: Level 4 Expanding: Range 4-4.9	<ul style="list-style-type: none"> ➢ Provide opportunities and encourage students to use academic language and increasing complex sentence structure ➢ Provide sentence frames with higher language discourse: “I hypothesize, When looking at the data...” ➢ Insist on correct and precise language
Students: Level 5 Bridging: Range 5-5.9	<ul style="list-style-type: none"> ➢ Provide opportunities for students to speak in all content areas ➢ Insist on correct and precise language usage
Students: Level 6 Proficient on 6+	Students should be able to meet grade level expectations in this area

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