

# Strategies for SPEAKING Level 1

- USE charts with illustrated academic vocabulary
- ASK “Yes or No” and “Who, What, When, Where” questions
- USE choral response
- USE chants, poems, songs
- HAVE students describe personal experiences
- USE sentence frames in partner discussions
- ASK questions requiring simple comparisons or sequencing



# Strategies for SPEAKING Level 2

- USE charts with illustrated academic vocabulary
- HAVE students describe personal experiences
- USE sentence frames in partner discussions
- ASK questions requiring simple comparisons or sequencing
- ASK “How” and “Why” questions
- PROVIDE graphic organizers or notes to scaffold retelling
- USE Think-Pair-Share
- ENCOURAGE use of basic content words



# Strategies for SPEAKING Level 3

- ASK “How” and “Why” questions
- PROVIDE graphic organizers or notes to scaffold retelling
- USE Think-Pair-Share
- ENCOURAGE use of basic and technical content area words
- ASK questions that require students to analyze, synthesize, etc.
- USE reader’s theater
- STRUCTURE group discussions



# Strategies for SPEAKING Level 4

- ASK questions that require students to analyze, synthesize, etc.
- USE reader's theater
- STRUCTURE group discussions
- ENCOURAGE use of basic and technical content area words
- ENCOURAGE students to lead discussions and teach
- USE oral presentations
- STRUCTURE debates using graphic organizers or outlines



# Strategies for Speaking Level 5

- \* Structure debates requiring various points of view with graphic organizers and/or outlines.
- Encourage students to lead small group discussions and teach others using the document camera.
- Require oral reporting for summarizing group work.
- Require the use technical vocabulary.
- Encourage students to respond to “Explain your thinking assignments” orally and in writing.
- Include oral presentations in the content classroom.
- Prompt students to elaborate, so oral responses include multiple sentences.

