



THE ENGLISH LEARNERS LANGUAGE CONTINUUM

SPEAKING PRODUCTION ACTION & EVIDENCE

INCLUDES:
OVERVIEW
INSTRUCTIONS
ACTION & EVIDENCE LEVELS 1-5
(WITH DEFINITIONS)

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K-I



**L/S/
R/W**

THE ENGLISH LEARNERS LANGUAGE CONTINUUM

Instruction is based on language proficiency scores from ACCESS testing, or other language assessments, and WIDA English Language Development Standards. The English Learners Language Continuum is used to provide focus for instruction for previous, current, and subsequent language proficiency levels.

English language



The **English Learners Language Continuum** is organized by language areas:

- Listening



- Speaking



- Reading



- Writing





The continuum is used to instruct students in what they should be able to:

- **comprehend** (receptive language)

- listening comprehension



- reading comprehension



- **produce** (expressive language)

- speaking production



- writing production



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**L/S/
R/W**

The continuum is organized by:

Grade Levels

Language

receptive or expressive

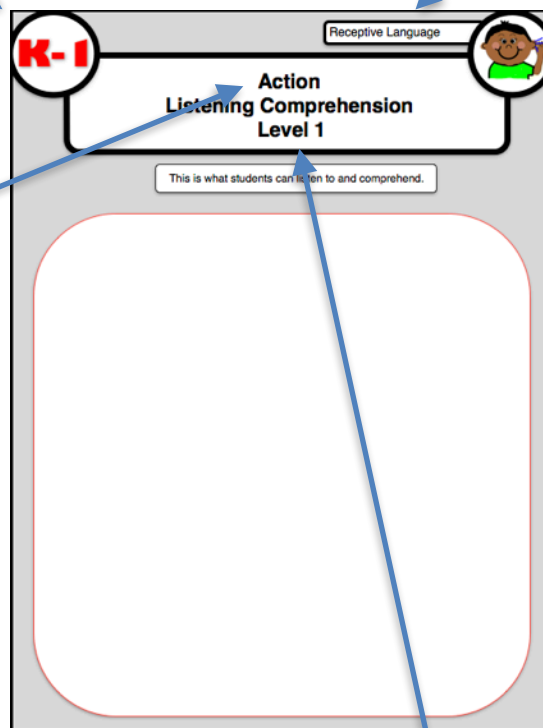
**Action or
Evidence**

Language Area

listening
speaking
reading
writing

Language Proficiency Level

Levels refer to scores from WIDA or other language assessments



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**L/S/
R/W**

Each Language Area for Levels 1-5
includes an:

Action

Evidence

K-1 Expressive Language

**Action
Speaking Production
Level 1**

This is what students can speak..

Level 1 Students will be able to speak:

- One or two words to share entire message or idea**
Language that provides meaning to convey opinions, views, or beliefs
- Repetitive and formulaic phrases**
Recurrent predictable groups of words (phrase includes a subject or verb)
- Chunks of language**
A group of words used to communicate
- Phrases conveying daily routines and familiar stories**
A group of words (that includes a subject or verb) to refer to a repeating action and well known sharing of events
- Vocabulary for familiar places and academic content**
Words for well known locations and school curriculum
- Patterns for social and instructional situations**
A repeated form of language for familiar everyday and academic situations

K-1 Expressive Language

**Evidence
Speaking Production
Level 1**

This is what students can do.

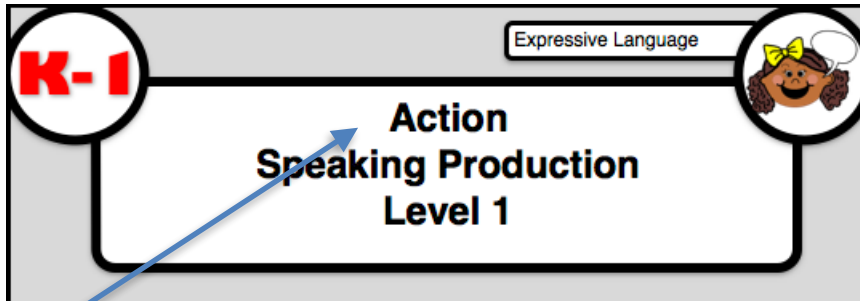
Level 1 Students will be able to:

- Name**
To identify
- Repeat**
To say again
- Ask**
To request information
- Answer**
To respond
- Describe**
To represent or indicate
- Compare**
To be similar

K-1



**L/S/
R/W**

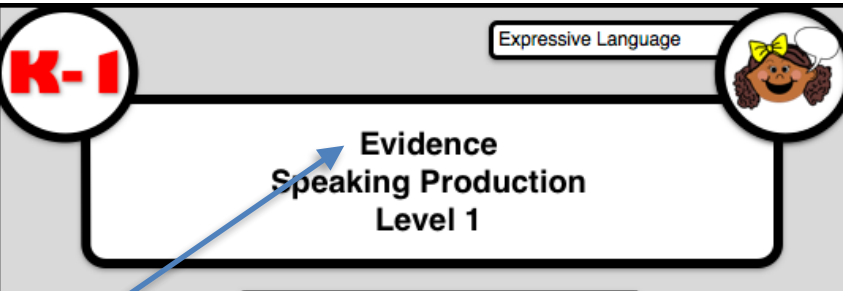


- **Action** (ability)
 - listening
 - This is what students can listen to and comprehend.
 - reading
 - This is what students can read and comprehend
 - speaking
 - This is what students can speak.
 - writing
 - This is what students can write.

K-I



**L/S/
R/W**



- **Evidence** (achievement)

- listening
 - This is what students can do after listening.
- reading
 - This is what students can do after reading.
- speaking
 - This is what students can do to communicate.
- writing
 - This is what students can do to communicate.

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speaking comprehension

The English Learners Language continuum



Level 1 - 5 Action and Evidence

The English Learners Language Continuum Speaking Production includes definitions for each action and each evidence.

K-I Expressive Language

**Action
Speaking Production
Level 1**

This is what students can speak...

Level 1 Students will be able to speak:

- One or two words to share entire message or idea**
Language that provides meaning to convey opinions, views, or beliefs
- Repetitive and formulaic phrases**
Recurrent predictable groups of words (phrase includes a subject or verb)
- Chunks of language**
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K-I Expressive Language

**Evidence
Speaking Production
Level 1**

This is what students can do.

Level 1 Students will be able to:

- Name**
To identify
- Repeat**
To say again
- Ask**
To request information
- Answer**
To respond
- Describe**
To represent or indicate
- Compare**
To be similar

Organize the framework like a book so both Level 1 Action and Level 1 Evidence can be viewed at same time. Repeat for subsequent levels.

K-1

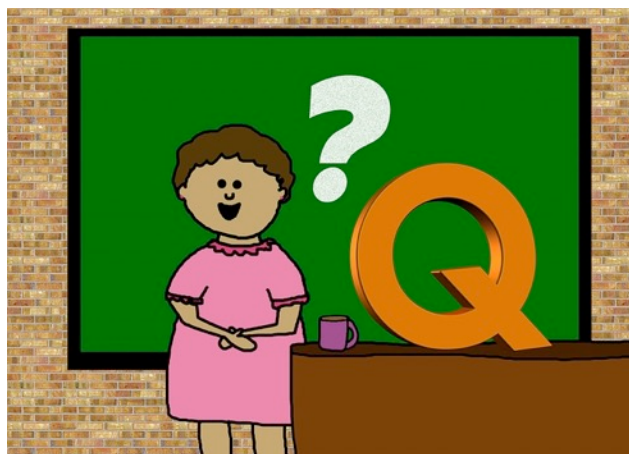
speaking comprehension Instructions



Refer to student/s Speaking Production scores on ACCESS testing, or other language assessments, and plan instruction at:

- previous
- current or
- subsequent

levels as necessary.



K-I

speaking comprehension Instructions



The student will be able to speak the language provided in bold print on the

Action
Speaking Production
page.



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Expressive Language

**Action
Speaking Production
Level 1**

This is what students can speak.

Level 1 Students will be able to speak:

- One or two words to share entire message or idea**
Language that provides meaning to convey opinions, views, or beliefs
- Repetitive and formulaic phrases**
Recurrent predictable groups of words (phrase includes a subject or verb)
- Chunks of language**
A group of words used to communicate
- Phrases conveying daily routines and familiar stories**
A group of words (that includes a subject or verb) to refer to a repeating action and well known sharing of events
- Vocabulary for familiar places and academic content**
Words for well known locations and school curriculum
- Patterns for social and instructional situations**
A repeated form of language for familiar everyday and academic situations

The student can do the tasks in bold print on the

Evidence
Speaking Production
page.



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Expressive Language

**Evidence
Speaking Production
Level 1**

This is what students can do.

Level 1 Students will be able to:

- Name**
To identify
- Repeat**
To say again
- Ask**
To request information
- Answer**
To respond
- Describe**
To represent or indicate
- Compare**
To be similar

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speaking comprehension Instructions



Choose one Action and one Evidence at one Proficiency Level to complete the following sample template and instruct student/s:

Student will be able to speak _____
(Action)

To _____.
(Evidence)





Action Speaking Production Level 1

This is what students can speak..

Level 1 Students will be able to speak:

One or two words to share entire message or idea

Language that provides meaning to convey opinions, views, or beliefs

Repetitive and formulaic phrases

Recurrent predictable groups of words (phrase includes a subject or verb)

Chunks of language

A group of words used to communicate

Phrases conveying daily routines and familiar stories

A group of words (that includes a subject or verb) to refer to a repeating action and well known sharing of events

Vocabulary for familiar places and academic content

Words for well known locations and school curriculum

Patterns for social and instructional situations

A repeated form of language for familiar everyday and academic situations



Evidence speaking production Level I

This is what students can do.

Level 1 Students will be able to:

Name

To identify

Repeat

To say again

Ask

To request information

Answer

To respond

Describe

To represent or indicate

Compare

To be similar





Action speaking production Level 2

This is what students can speak.

Level 2 Students will be able to speak:

Formulaic grammatical statement (sentence stem)

Predictable group of words

Emerging sharing of ideas

Beginning to express opinions, views, or beliefs

General content words and statements

Basic academic language that provides meaning

Repetitive phrases and patterned sentence patterns within content areas

Predictable language that includes a subject or verb with academic meaning

Vocabulary and phrases related to social or content areas

Word or language that includes a subject or verb with academic meaning

Short sentences related to social or content areas

Language that contains subjects and verbs with everyday or academic meaning



Evidence speaking production Level 2

This is what students can do.

Level 2 Students will be able to:

Discuss

To talk about

Explain

To make clear

Reflect

To ponder

Recommend

To advise as appropriate

Summarize

To express concisely

Exchange

To give and receive





Action

Speaking production

Level 3

This is what students can speak.

Level 3 Students will be able to speak:

Sentences of three to four words

Language that includes a subject and verb

Repetitive language patterns (used in stories, songs, and learning activities)

Repeated predictable form of language

Specific content language, including expressions and cognates

Precise academic language including own thoughts and feelings using words in two languages that share a similar meaning, spelling, and pronunciation

Words with multiple meaning

The words may or may not have the same spelling and pronunciation but have different meanings (Homonyms, Homophones, Homographs).

Sentences with increased complexity

Language with subjects and verbs with expanded difficulty

Sentences which include one or more related ideas

Language with subjects and verbs with connected opinions, views or beliefs



Evidence speaking production Level 3

This is what students can do.

Level 3 Students will be able to:

Chant

To repeat rhythmically

Share

To give information

Role-play

To make believe a situation

Retell

To tell again

Categorize

To arrange in groups

Rephrase

To say more clearly





Action speaking production Level 4

This is what students can speak.

Level 4 Students will be able to speak:

Sentence patterns for social and content areas

A repeated form of language for familiar everyday and academic situations

Technical content area statements

Specific language related to school curriculum

Sentences that are organized and cohesive

Statements, questions, exclamations, requests, commands, or suggestions arranged systematically and belong together

A variety of grammatical sentences

A number of different connected statements, questions, exclamations, requests, commands, or suggestions following correct language rules

Words and sentences with descriptive meaning

Language that provides detailed meaning

Some complex sentences

Complex sentence has one independent clause (subject and verb) which can stand alone as a sentence and one dependent clause (subject and verb) which cannot stand alone as a sentence



Evidence speaking production Level 4

This is what students can do.

Level 4 Students will be able to:

Sing

To produce sounds in melody

Practice

To repeat

Order

To give a command

Apologize

To offer an explanation for fault

Request

To ask for

Reenact

To represent as an





Action speaking production Level 5

This is what students can speak.

Level 5 Students will be able to speak:

Word and sentences with implied meaning

Language may include a subject and verb with suggested meaning

Sentences of 4-6+ words

Language that includes subjects and verbs

Technical vocabulary words

Specialized words

Range of sentence patterns in content areas

Variety of repetitive language that includes subjects and verbs with academic meaning

Technical and abstract content area vocabulary

Specific and ambiguous academic words

Sentences that may include complex grammar

Language that includes structural rules (e.g, present progressive + verb, past tense, plurals, possessives, and articles)



Evidence speaking production Level 5

This is what students can do.

Level 5 Students will be able to:

Suggest

To prompt consideration

Persuade

To appeal to do something

Narrate

To give an account or tell a story

Elaborate

To add details or expand

Evaluate

To judge the significance of something

Critique

To analyze or criticize

