



# REACHING AND ENGAGING ELS: **MODELED TALK**

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AMERICA'S NEXT  
**top model**

Teacher Edition

# Modeled Talk: Demonstrating as You Talk

- Scaffolded instruction
- **Verbal explanations** and **physical demonstrations** for directions or concepts
- Needed:
  - Planning and practice
  - Gestures and visuals



# How to Use Modeled Talk:

- **Identify** the lesson and gather **materials**
- Practice your modeled talk
- Design a **visual** of directions
- Review the steps to be taken
- **Observe** students as you model talk



# Helpful Supports

## Materials

- Books or text
- Tape, scissors, markers, paper
  - anything included in procedure
- Manipulatives
- Tangible items for new vocabulary
- Word cards
- Maps, globes
- Example of finished product

## Visuals

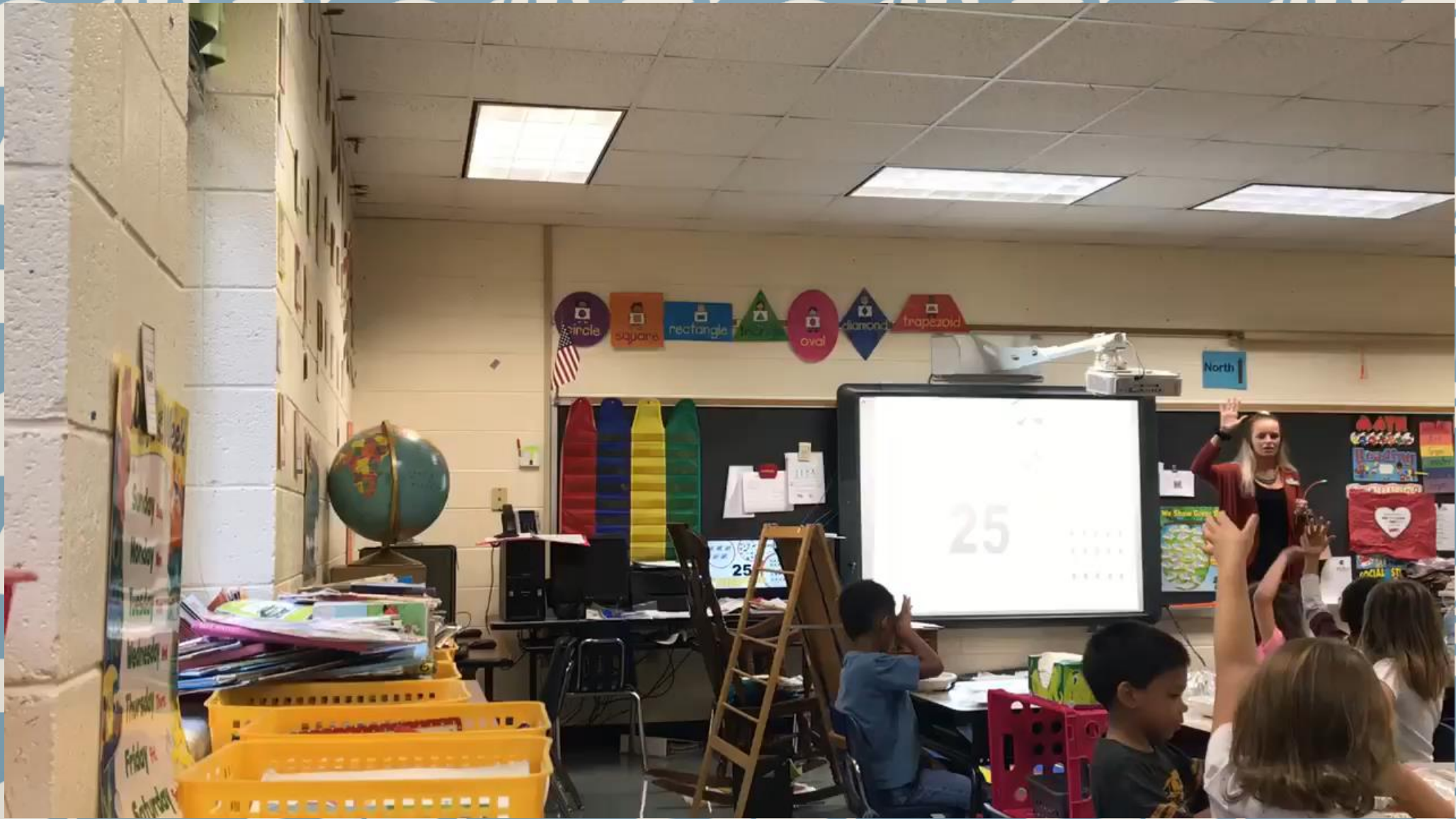
- Numbered list of directions
- Checklist
- Illustrations of directions
  -  - directions to cut
  -  - directions for painting
- Visuals of new vocabulary



# Why should we use Modeled Talk?

- Lower students' anxiety
  - Aware of expectations
- Students learn modeled talk too
  - Further support for ELs
- Builds a classroom community





# Literacy Development

- **Listening**

- Students are listening to the verbal directions from the teacher.

- **Reading**

- Students are reading the written directions.

- **Speaking**

- Students are speaking to peers and the teacher to ask questions.
- Students are speaking to the teacher to clarify expectations.



# TESOL Language Proficiency Levels

- Level 1- Starting
- Level 2- Emerging
- Level 3- Developing
- Level 4- Expanding
- Level 5- Bridging



## Performance Definitions for the Levels of English Language Proficiency in Grades K-12

At the given level of English language proficiency, English language learners will process, understand, produce, or use:

<b>6 Reaching</b>	<ul style="list-style-type: none"> <li>• specialized or technical language reflective of the content areas at grade level</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse as required by the specified grade level</li> <li>• oral or written communication in English comparable to English-proficient peers</li> </ul>
<b>5 Bridging</b>	<ul style="list-style-type: none"> <li>• specialized or technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in extended oral or written discourse, including stories, essays, or reports</li> <li>• oral or written language approaching comparability to that of English-proficient peers when presented with grade-level material</li> </ul>
<b>4 Expanding</b>	<ul style="list-style-type: none"> <li>• specific and some technical language of the content areas</li> <li>• a variety of sentence lengths of varying linguistic complexity in oral discourse or multiple, related sentences, or paragraphs</li> <li>• oral or written language with minimal phonological, syntactic, or semantic errors that do not impede the overall meaning of the communication when presented with oral or written connected discourse with sensory, graphic, or interactive support</li> </ul>
<b>3 Developing</b>	<ul style="list-style-type: none"> <li>• general and some specific language of the content areas</li> <li>• expanded sentences in oral interaction or written paragraphs</li> <li>• oral or written language with phonological, syntactic, or semantic errors that may impede the communication, but retain much of its meaning, when presented with oral or written, narrative, or expository descriptions with sensory, graphic, or interactive support</li> </ul>
<b>2 Beginning</b>	<ul style="list-style-type: none"> <li>• general language related to the content areas</li> <li>• phrases or short sentences</li> <li>• oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of the communication when presented with one- to multiple-step commands, directions, questions, or a series of statements with sensory, graphic, or interactive support</li> </ul>
<b>1 Entering</b>	<ul style="list-style-type: none"> <li>• pictorial or graphic representation of the language of the content areas</li> <li>• words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support</li> <li>• oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support</li> </ul>





# Grade Levels

Grade Levels	Modifications Related to the TESOL Standards
PreK-3 students will...	<ul style="list-style-type: none"><li>• Follow instructions from verbal and nonverbal cues.</li><li>• Gather and organize materials needed to complete a task</li></ul>
4-8 students will...	<ul style="list-style-type: none"><li>• Follow a sequence of instructions based on verbal directions and physical actions.</li><li>• Generate and ask questions to clarify expectations.</li></ul>
9-12 students will...	<ul style="list-style-type: none"><li>• Compare and classify information based on verbal instructions and physical modeling.</li><li>• Construct a chart or visual representation of information gained through verbal directions and physical modeling.</li></ul>



# Resources

- Textbook Help
  - *50 Strategies for Teaching English Language Learners* by Adrienne Herrell and Micheal Jordan
- TESOL Pre-K–12 English Language Proficiency Standards Framework
  - [https://www.tesol.org/docs/books/bk\\_prek-12elpstandards\\_framework\\_318.pdf?sfvrsn=2](https://www.tesol.org/docs/books/bk_prek-12elpstandards_framework_318.pdf?sfvrsn=2)
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