

ELPS Instructional Tool

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ELPS Instructional Tool

Goals

Content Objective – Participants will explore how to plan effective instruction that addresses the language development process of ELLs identified at the beginning and intermediate proficiency levels in grade 3 or higher.

Language Objective – Participants will discuss how to design instruction to provide an intensive and ongoing foundation in second language acquisition.

ELPS Instructional Tool

Meeting the Linguistic Needs of Beginning/Intermediate ELLs

- Language Development Process
- ELPS-TELPAS Proficiency Level Descriptors (PLDs)
- Degree of Linguistic Accommodations by Language Domain
- Linguistic Processing Skills



- Introduction to the ELPS Instructional Tool
- Meeting the Linguistic Needs of Beginning/Intermediate ELLs
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- Degree of Linguistic Accommodations by Language Domain
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Texas Administrative Code, Chapter 74.4 (b)(4) requires that school districts

provide intensive and ongoing foundational **second language acquisition instruction**¹ to ELLs in **Grade 3 or higher**² who are at the **beginning or intermediate level of English language proficiency**³ in listening, speaking, reading, and/or writing as determined by the **state's English language proficiency assessment system**⁴. These ELLs require **focused**⁵, **targeted**⁶, and **systematic**⁷ second language acquisition instruction to provide them with the foundation of English language **vocabulary**⁸, **grammar**⁹, **syntax**¹⁰, and English **mechanics**¹¹ necessary to support content-based instruction and accelerated learning of English.



Second Language Acquisition

- Progression of skills in the four language domains
- Receptive skills are necessary for comprehension and attainment of language
- Expressive skills are needed to express and share ideas
- Instructional tasks must implement a multitude of learning interactions promoting the development of receptive and expressive skills simultaneously



Second Language Acquisition

- Understand students' language proficiency levels to linguistically accommodate academic and essential vocabulary
- Provide students with a linguistic platform to build on in order to advance to the next proficiency level
- Allow students to practice oral and written forms of grammar and syntax during cooperative and independent tasks
- Include elements of the four language domains during content-based instruction



Second Language Acquisition

Focused	Targeted	Systematic
<i>Instruction and academic tasks are specifically designed with an emphasis on promoting students' English language development.</i>	<i>Instruction and academic tasks are purposefully aligned to the language proficiency levels of ELLs.</i>	<i>Instruction and academic tasks are carefully planned and consistently implemented to address the progression of skills necessary to support the accelerated learning of English.</i>



Language Development Process

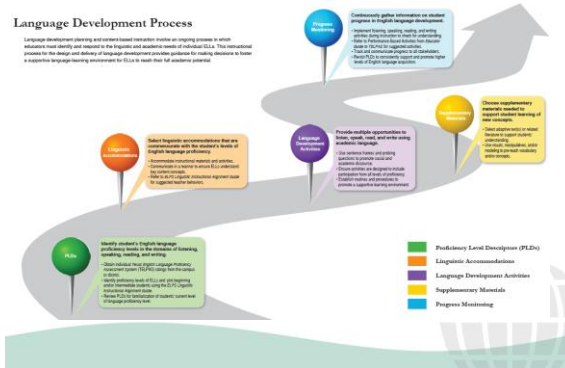
- PLDs
- Linguistic Accommodations
- Language Development Activities
- Supplementary Activities
- Progress Monitoring



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Language Development Process

Language development planning and content-based instruction models an ongoing process in which educators meet daily and respond to the linguistic and academic needs of individual ELLs. The instructional process for the design and delivery of language development practice begins by making decisions to foster a supportive language-learning environment for ELLs to meet their ELPS content.



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Language Development Process



- How do/does _____ move ELLs toward the attainment of English language proficiency?
- What is the effect on ELLs' progress if _____ is/are not addressed?
- What is the relationship between the performance of ELLs and _____?
- How is the English language proficiency of ELLs affected when _____ is/are not addressed?

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ELPS-TELPAS Proficiency Level Descriptors

Proficiency Level	Summary Statement	Descriptors
Advanced	Advanced	Advanced
Intermediate	Intermediate	Intermediate
Beginning	Beginning	Beginning
Emerging	Emerging	Emerging

The descriptors in each column define the summary statements and demonstrate what students know at each level of proficiency.

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Planning Linguistically Accommodated Instruction with the ELPS-TELPAS Proficiency Level Descriptors

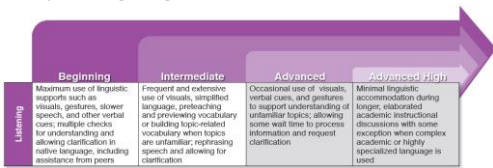
- Take into account the ELPS Cross-Curricular student expectations and the PLDs
- Choose appropriate lesson activities, supplementary materials and linguistic accommodations

Familiarization with the PLDs allows educators to work efficiently within students' current proficiency levels and assist students in developing the skills necessary to progress the next proficiency level.



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Degree of Linguistic Accommodations by Language Domain



The level of linguistically-accommodated instruction decreases as students advance to higher levels of proficiency.



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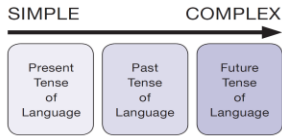
Degree of Linguistic Accommodations by Language Domain

	Beginning	Intermediate
Classroom Activity	<ul style="list-style-type: none"> • Routine classroom procedures • Cooperative large and small group work • Independent individual tasks • Hands-on and problem-solving activities 	<ul style="list-style-type: none"> • Text read aloud: • Teacher-led lecture or lesson • Expository textbooks • Graphs, tables, charts used during instruction, and/or group work
Teacher Supports	<ul style="list-style-type: none"> • Visuals: • Provide illustrations/photos of key concepts or vocabulary • Model expected behavior or final product • Use nonverbal cues such as gestures or physical movement for added emphasis. • Speech: • Speak using slower speech, shorter sentences, or repetition • Use language that provides meaning or clarification on academic terms • Provide students with sentence frames 	<ul style="list-style-type: none"> • Vocabulary: • Use concrete models, illustrations, and/or videos of topic-related terms • Allow for clarification • Pre-teach and pre-view • Build background: • Provide adaptive text or leveled reader of lesson's topic • Use multimedia and manipulatives for students' clarification
Student Outcomes	<ul style="list-style-type: none"> • Actively listens and begins to respond by using nonverbal signals • Understands more than can produce • Increases participation due to decreased anxiety • Can focus on the content and academic language 	<ul style="list-style-type: none"> • Increases participation due to decreased anxiety • Can focus on the content and academic language • Increases active participation during whole class and small group interactions

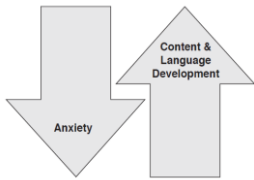


Linguistic Processing Skills

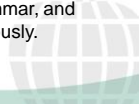
- ELLs must be provided with multiple opportunities to employ a variety of grammatical structures
 - some grammatical structures tend to be acquired more easily than others
 - progression is often simple to complex



Linguistic Processing Skills



- Sentence frames provide students with the means to receive and express language while reducing their anxiety.
- Levels of content and language development will increase as students do not have to contend with context, grammar, and syntax simultaneously.



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