

ELPS Instructional Tool



*A Language Development Process
for **Beginning** and **Intermediate**
English Language Learners*



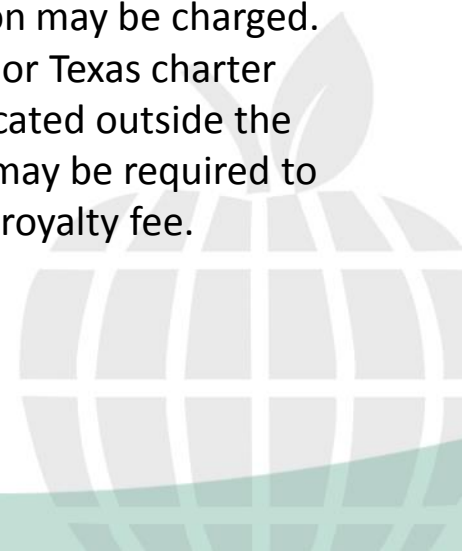
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Goals

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*

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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
- Allow students to practice oral and written forms of grammar and syntax during cooperative and independent tasks
- Provide students with a linguistic platform to build on in order to advance to the next proficiency level
- 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

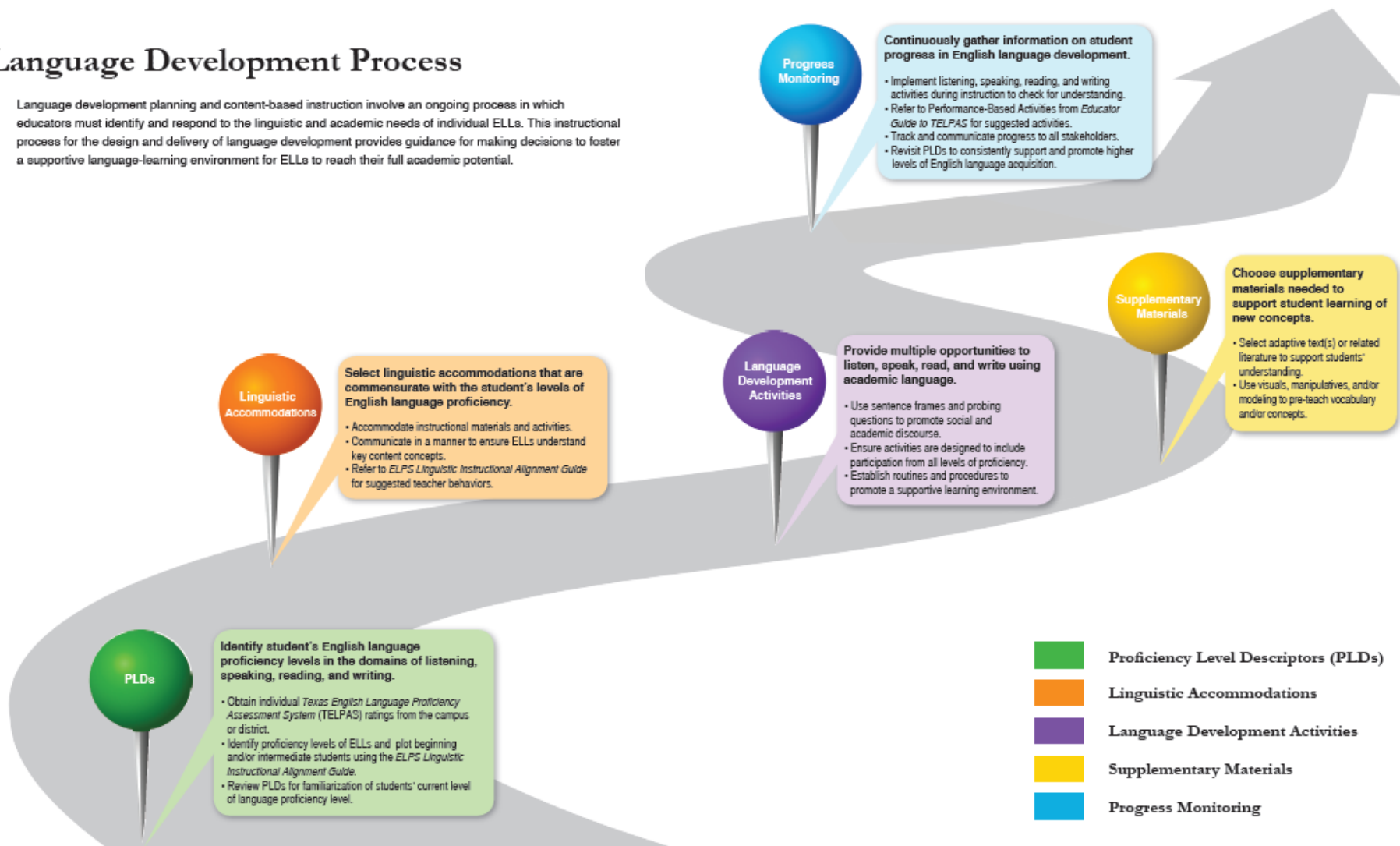
- PLDs
- Linguistic Accommodations
- Language Development Activities
- Supplementary Activities
- Progress Monitoring



ELPS Instructional Tool

Language Development Process

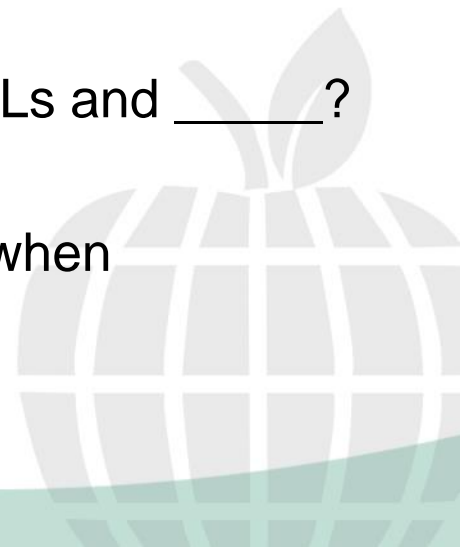
Language development planning and content-based instruction involve an ongoing process in which educators must identify and respond to the linguistic and academic needs of individual ELLs. This instructional process for the design and delivery of language development provides guidance for making decisions to foster a supportive language-learning environment for ELLs to reach their full academic potential.



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?



ELPS-TELPAS Proficiency Level Descriptors

ELPS-TELPAS Proficiency Level Descriptors					
Proficiency Level	Beginning	Intermediate	Advanced	Advanced High	
Summary Statement	Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.	
Descriptors	1st Descriptor Type of spoken English understood and how much the understanding is dependent on supports and linguistic adaptations	These students: struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)	These students: usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)	These students: usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding	These students: understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used
	2nd Descriptor Degree of comprehension demonstrated when interactions are not modified to include supports and linguistic adaptations	struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs	often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs	understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs	understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions
	3rd Descriptor Degree of need to seek clarification to understand or confirm meaning of spoken English	may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues	have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech	occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear	rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

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



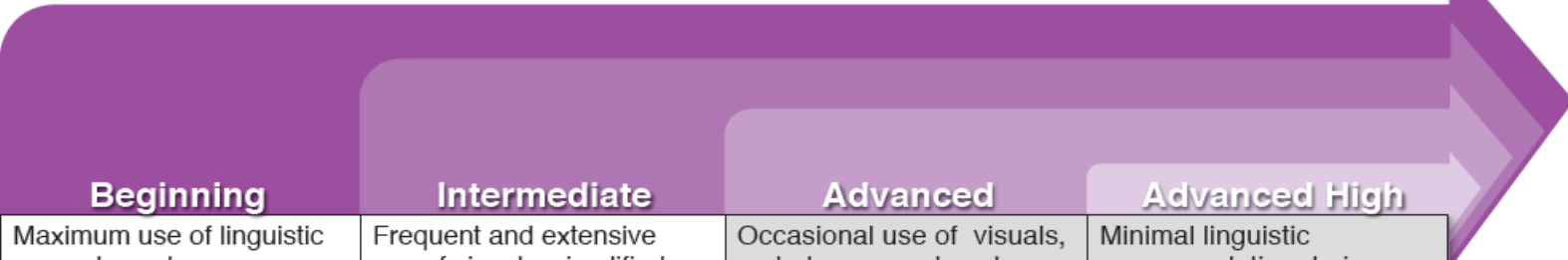
Planning Linguistically Accommodated Instruction with the ELPS-TELPAS Proficiency Level Descriptors

- 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.



Degree of Linguistic Accommodations by Language Domain



	Beginning	Intermediate	Advanced	Advanced High
Listening	Maximum use of linguistic supports such as visuals, gestures, slower speech, and other verbal cues; multiple checks for understanding and allowing clarification in native language, including assistance from peers	Frequent and extensive use of visuals, simplified language, preteaching and previewing vocabulary or building topic-related vocabulary when topics are unfamiliar; rephrasing speech and allowing for clarification	Occasional use of visuals, verbal cues, and gestures to support understanding of unfamiliar topics; allowing some wait time to process information and request clarification	Minimal linguistic accommodation during longer, elaborated academic instructional discussions with some exception when complex academic or highly specialized language is used

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



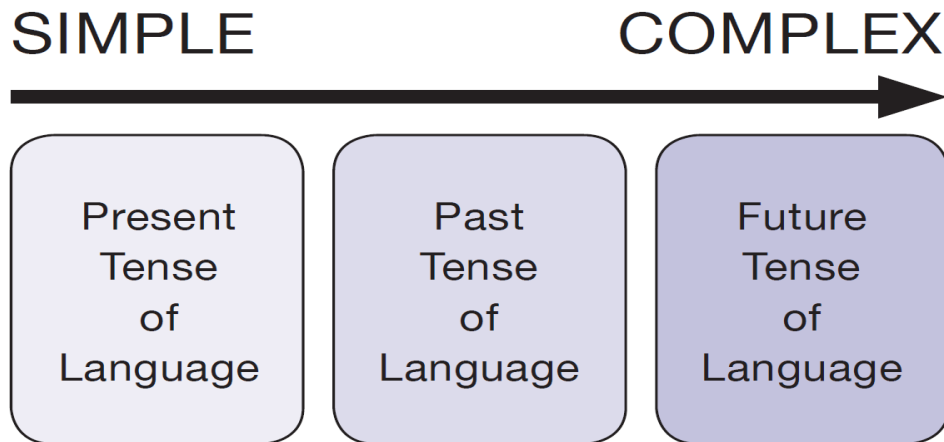
Degree of Linguistic Accommodations by Language Domain

	Beginning	Intermediate
Classroom Activity	Following directions: <ul style="list-style-type: none">• Routine classroom procedures• Cooperative large and small group work• Independent instructional tasks• Hands-on and problem-solving activities	Text read aloud: <ul style="list-style-type: none">• Teacher-led lecture or lesson• Expository textbooks• Graphs, tables, charts used during instruction, and/or group work
Teacher Supports	Visuals: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• Speak using slower speech, shorter sentences, or repetition• Use language that provides meaning or clarification on academic terms• Provide students with sentence frames	Vocabulary: <ul style="list-style-type: none">• Use concrete models, illustrations, and/or videos of topic-related terms• Allow for clarification• Pre-teach and preview Build background: <ul style="list-style-type: none">• 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

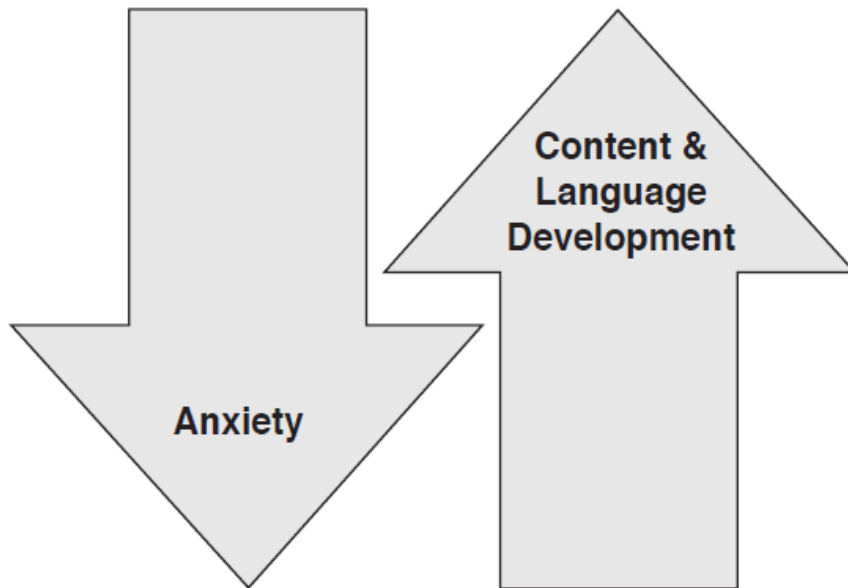


Linguistic Processing Skills

- 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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