

A police car with flashing red and blue lights is parked in front of a city skyline at night. The car is a dark color, possibly black or dark blue, and has "POLICE" written on the side in large, white, block letters. The background shows a city skyline with various buildings and lights, including a prominent building with a clock tower. The overall scene is illuminated by the car's lights and the city lights.

9-1-1 Call the ELPS for My ELA/R Classroom

Jo Ann Gonzales, ESC 14
jgonzales@esc14.net

The background of the slide features a series of light gray, concentric curved lines that sweep across the top and bottom corners, creating a sense of motion and depth. On the left side, there is a large red graphic element consisting of a horizontal bar at the top and a larger rectangular box below it, which has a small triangular point at the bottom center, resembling a speech bubble or a callout box. The text "Training Goals" is centered within the red box in a white, sans-serif font.

Training Goals

Content Objective

Participants will explore components for providing K-12 instruction commensurate to English language learners' linguistic needs in the ELAR classroom.

Language Objective

Participants will discuss the implementation of the English Language Proficiency Standards based on the linguistic needs of their K-12 English language learners in the ELAR classroom.

What are the ELPS?

- What are the ELPS?

<https://youtu.be/VafI5-Dwc4E>

by Karen Lewis, 2017

Why the ELPS?

- ELs benefit from content-area instruction that is accommodated to their need for comprehensible input (Krashen, 1983; Echevarria, Vogt, and Short, 2008).
- ELs benefit from academic language instruction integrated into content-area instruction (Crandall, 1987; Snow et. al. 1989).
- ELs benefit from programs that hold high expectations for students for academic success (Collier, 1992; Lucas et. al. 1990; Samway & McKeon 2007).
- Language proficiency standards provide a common framework for integrating language and content instruction for English Learners (Short, 2000).

The background of the slide features a series of thin, curved lines in a light gray color, creating a sense of motion and depth. These lines are more prominent on the left side and fade towards the right.

Curriculum for
ELs must be...

- **Communicated**

- **Sequenced**

- **Scaffolded**

Second-Langauge
Acquisition
Instruction
must be...

- **Focused**

- **Targeted**

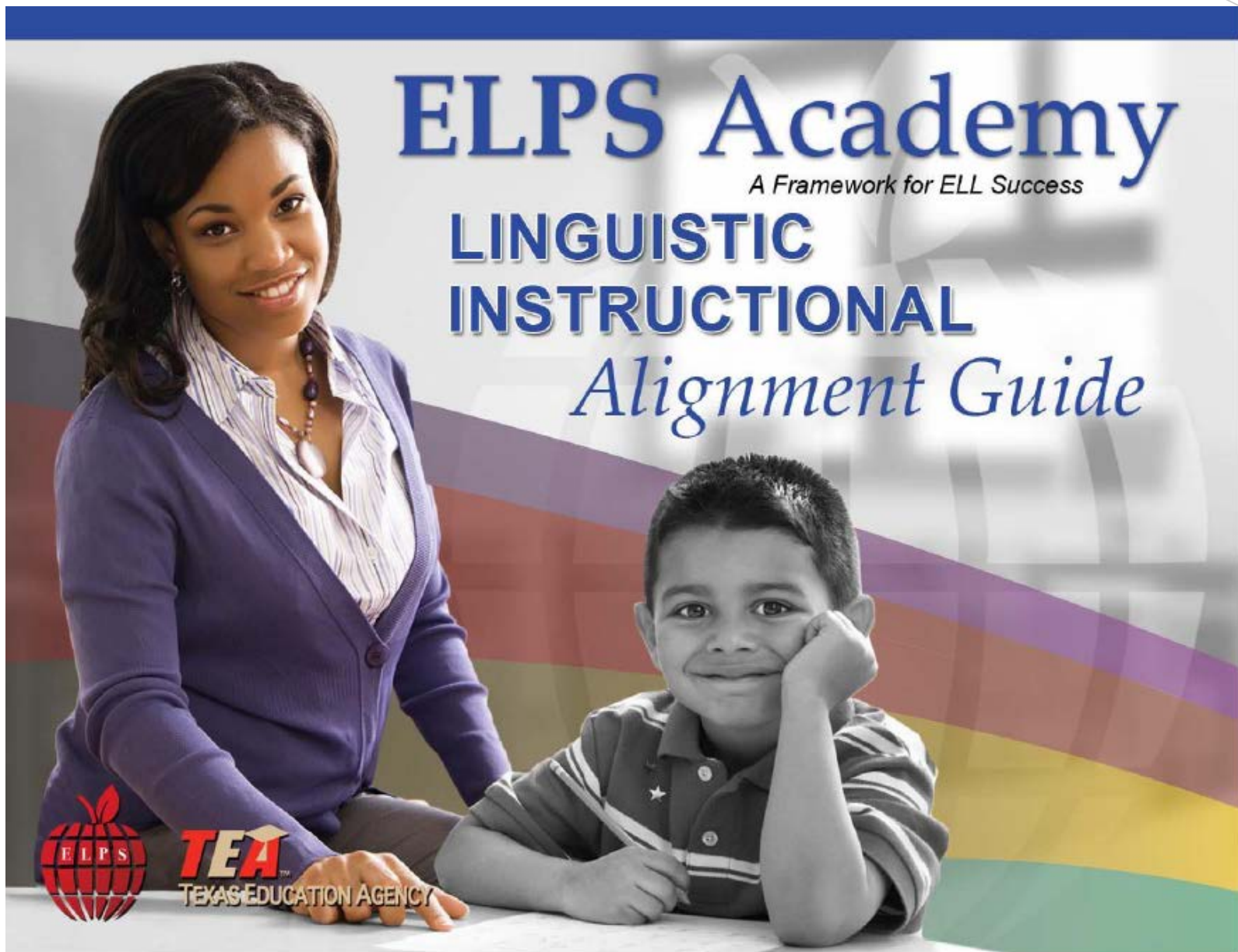
- **Systematic**

A red graphic consisting of a horizontal bar at the top and a larger rectangle below it with a small triangular point at the bottom center. The text "Texas Gateway Resource" is written in white inside the larger rectangle.

Texas Gateway Resource

- www.texasgateway.org
- Log In
- Search: ELPS ELAR
- Find: Implementing the ELPS
in English Language Arts and Reading

ELPS Academy Resource



The Iceberg Model

(Cummins 1981)

BICS

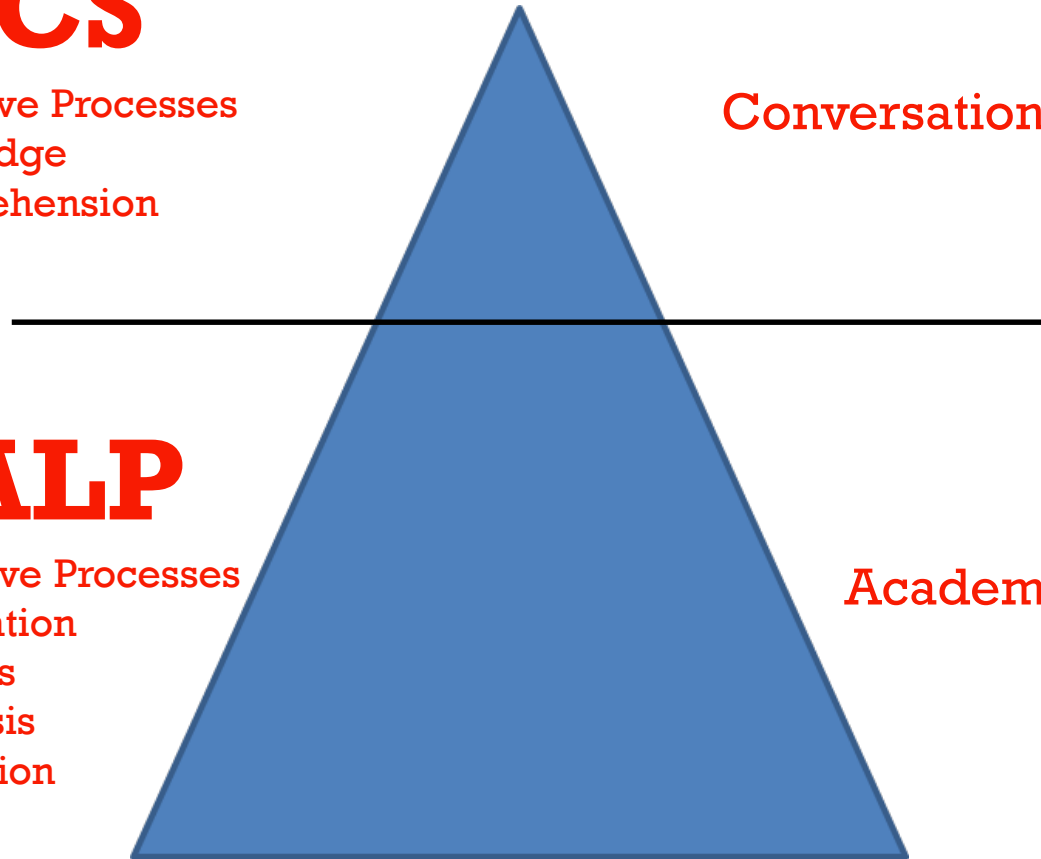
Cognitive Processes
Knowledge
Comprehension

Conversational Language

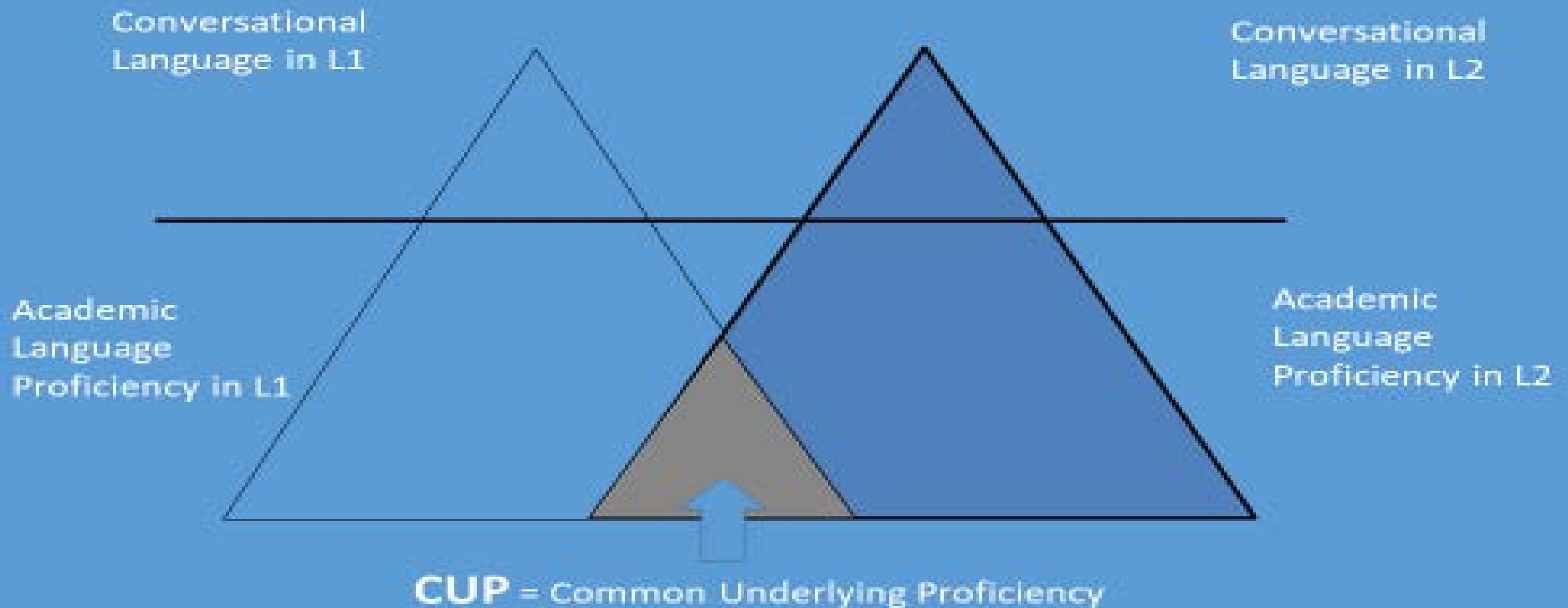
CALP

Cognitive Processes
Application
Analysis
Synthesis
Evaluation

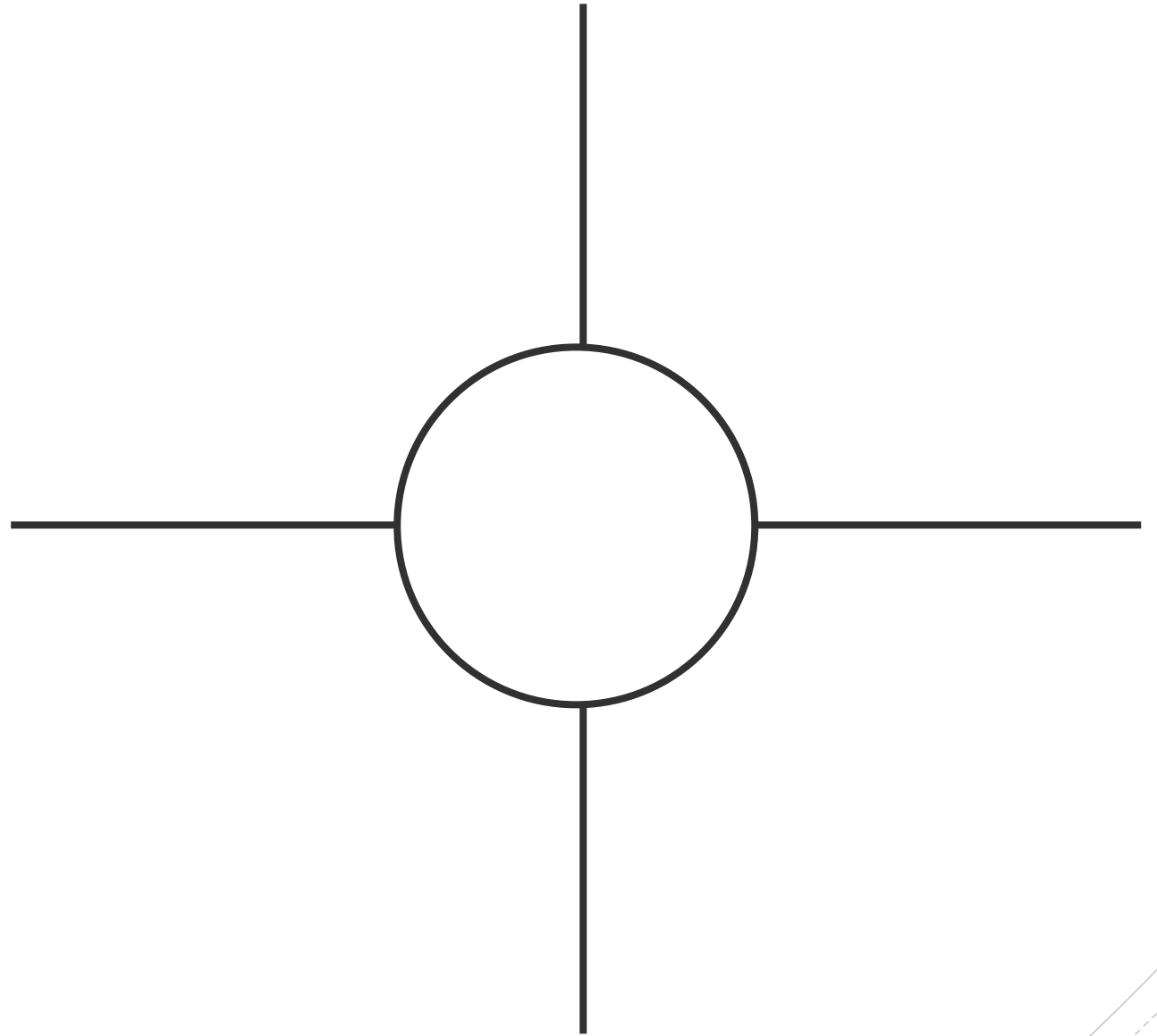
Academic Language



Dual Iceberg Model with 2 Languages



What is being
done in my
campus to
address ELLs
needs?



Strategy: Consensus Place Mat

Listening

What Might a Beginning Listener Understand?

Nonacademic Listening Sample

I have some exciting news for you **today**. **We are going** to be going on a field trip next week. On **Thursday** after the announcements, we will load the **buses** and be gone the entire **day**. In order to be permitted to **go**, you must have your **parents** read and sign this permission slip. If your **parents** would **like** to chaperone, there is a place on the form for them to volunteer. **Please** put this in your **backpack** to take **home** tonight. Remember, you have to bring it back signed or you will not be able to **go** with us.

Text in **bold, red** print represents text that might be understood.

In Other Words

... today. We are going ...

Thursday ... buses ... day ... go ...

parents ... parents ... like ...

Please ... backpack ... home ... go

...

What Might an Intermediate Listener Understand?

I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, we will load the buses and be gone the entire day. In order to be permitted to go, you must have your parents read and sign this permission slip. If your parents would like to chaperone, there is a place on the form for them to volunteer. Please put this in your backpack to take home tonight. Remember, you have to bring it back signed or you will not be able to go with us.

What Might an Advanced Listener Understand?

I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, we will load the buses and be gone the entire day. In order to be permitted to go, you must have your parents read and sign this permission slip. If your parents would like to chaperone, there is a place on the form for them to volunteer. Please put this in your backpack to take home tonight. Remember, you have to bring it back signed or you will not be able to go with us.

What Might an Advanced High Listener Understand?

I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, we will load the buses and be gone the entire day. In order to be permitted to go, you must have your parents read and sign this permission slip. If your parents would like to chaperone, there is a place on the form for them to volunteer. Please put this in your backpack to take home tonight. Remember, you have to bring it back signed or you will not be able to go with us.

A red speech bubble graphic with a white question mark inside, pointing towards the list of reasons for ELPS.

Why the ELPS?

- 1. Attain English proficiency**
- 2. Develop academic language**
- 3. Meet the same challenging academic content and academic standards that all students are expected to meet**

ELPS Linguistic Instructional Alignment Guide

Allows teachers to see connections between

- *English Language Proficiency Standards (ELPS)*
- *ELPS-TELPAS Proficiency Level Descriptors (PLDs)*
- *Linguistic Accommodations/Teacher Behaviors*
- *College Career Readiness Standards (CCRS)*

Alignment of Components

Listening K-12

Speaking K-12

Reading K-1

Reading 2-12

Writing K-1

Writing 2-12

Grades K-12 Listening

ELPS TOLPS Proficiency Level Descriptors, Grades K-12 Listening

STRENGTHS: English language learners (ELLs) have skills or so many to understand spoken English used in academic and social settings.

STRENGTHS: English language learners (ELLs) have skills or so many to understand spoken English used in academic and social settings.

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ELPS Student Expectations for Listening, 19 TAC 74.41(2)

The student is expected to:

(1) understand and comprehend English in listening form;

(2) recognize the main idea and supporting details in listening form;

(3) understand and comprehend English in listening form;

(4) understand and comprehend English in listening form;

(5) understand and comprehend English in listening form;

(6) understand and comprehend English in listening form;

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(37) understand and comprehend English in listening form;

(38) understand and comprehend English in listening form;

(39) understand and comprehend English in listening form;

(40) understand and comprehend English in listening form;

College and Career Readiness Standards (CCRS): Cross-Disciplinary Standards

The CCRS are designed to represent a full range of knowledge and skills that students need to succeed in postsecondary education as well as in a wide range of careers and careers.

L. Has Academic Skills

A. Analytical capacity

(1) Engage in academic inquiry and research.

(2) Apply critical thinking skills and problem-solving skills to academic inquiry.

B. Planning

(1) Create a plan of study and research for academic inquiry.

C. Problem-solving

(1) Apply problem-solving skills to academic inquiry.

D. Academic behavior

(1) Set a goal for academic inquiry and research.

E. Academic skills

(1) Understand and comprehend English in listening form.

F. Academic skills

(1) Understand and comprehend English in listening form.

G. Academic skills

(1) Understand and comprehend English in listening form.

H. Academic skills

(1) Understand and comprehend English in listening form.

I. Academic skills

(1) Understand and comprehend English in listening form.

J. Academic skills

(1) Understand and comprehend English in listening form.

K. Academic skills

(1) Understand and comprehend English in listening form.

L. Academic skills

(1) Understand and comprehend English in listening form.

M. Academic skills

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N. Academic skills

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O. Academic skills

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P. Academic skills

(1) Understand and comprehend English in listening form.

Q. Academic skills

(1) Understand and comprehend English in listening form.

R. Academic skills

(1) Understand and comprehend English in listening form.

S. Academic skills

(1) Understand and comprehend English in listening form.

T. Academic skills

(1) Understand and comprehend English in listening form.

Suggested teacher behaviors...

• Select a topic, content, or activity that is relevant to students' lives and interests.

• Provide a variety of materials and resources to support learning.

• Encourage students to understand and use English in academic and social settings.

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	Listening	Speaking	Reading	Writing
Beginning Level				
Intermediate Level				
Advanced Level				
Advanced High Level				

Curriculum
Requirements
Chapter 74.4.
(a) (6)

The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of **listening**, **speaking**, **reading**, and **writing**. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

ELPS-TELPAS Proficiency Level Descriptors

- The PLDs describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for **listening**, **speaking**, **reading**, and **writing**.

Student Expectations

Summaries of ELPS* Introduction, District Responsibilities and Student Expectations (subsection a,b,c)

Introduction	District Responsibilities
a1: Part of required curriculum for each subject including proficiency standards and level descriptors a2: ELLs need social and academic English language proficiency to be successful a3: Instruction must integrate social and academic English in content areas a4: ELLs must read, write, listen, and speak in increasing complexity a5: Student Expectations of ELPS apply to K-12 students a6: Level descriptors are not grade specific and serve as a road map.	b1: Identify students' proficiency levels using proficiency level descriptors b2: Provide linguistically accommodated content instruction (communicated, sequenced, scaffolded) b3: Provide linguistically accommodated content-based language instruction b4: Focused, targeted, and systematic language instruction for beginning and intermediate ELLs (Grade 3 or higher)
Learning Strategies	
c1A: Use prior knowledge to learn new language c1B: Monitor language with self-corrective techniques c1C: Use techniques to learn new vocabulary c1D: Speak using learning strategies	c1E: Use and reuse new basic and academic language to internalize language c1F: Use accessible language to learn new language c1G: Distinguish formal and informal English c1H: Expand repertoire of language learning strategies
Listening	Speaking
c2A: Distinguish sound and intonation c2B: Recognize English sound system in new vocabulary c2C: Learn new language heard in classroom interactions and instruction c2D: Monitor understanding and seek clarification c2E: Use visual, contextual linguistic support to confirm and enhance understanding c2F: Derive meaning from a variety of media c2G: Understand general meaning, main points, and details c2H: Understand implicit ideas and information c2I: Demonstrate listening comprehension	c3A: Practice using English sound system in new vocabulary c3B: Use new vocabulary in stories, descriptions, and classroom communication c3C: Speak using a variety of sentence structures c3D: Speak using grade level content area vocabulary in context c3E: Share in cooperative groups c3F: Ask and give information using high-frequency and content area vocabulary c3G: Express opinions, ideas and feelings c3H: Narrate, describe and explain c3I: Adapt spoken language for formal and informal purposes c3J: Respond orally to information from a variety of media sources
Reading	Writing
c4A: Learn relationships of sounds and letters in English c4B: Recognize directionality of English text c4C: Develop sight vocabulary and language structures c4D: Use prereading supports c4E: Read linguistically accommodated content area materials c4F: Use visual and contextual supports to read text c4G: Show comprehension of English text individually and in groups c4H: Read silently with comprehension c4I: Show comprehension through basic reading skills c4J: Show comprehension through inferential skills c4K: Show comprehension through analytical skills	c5A: Learn relationships between sounds and letters when writing c5B: Write using newly acquired vocabulary c5C: Spell familiar English words c5D: Edit writing c5E: Employ complex grammatical structures c5F: Write using variety of sentence structures and words c5G: Narrate, describe, and explain in writing

Student Expectations

* These summaries must be used in conjunction with cross-curricular student expectations when planning instruction.

Linguistic Accommodations for each Proficiency Level*

Sequence of Language Development	Communicating and Scaffolding Instruction			
	Listening Teachers...	Speaking Teachers...	Reading Teachers...	Writing Teachers...
Beginning Students (A)	<ul style="list-style-type: none"> Allow use of same language peer and native language support Expect student to struggle to understand simple conversations Use gestures and movement and other linguistic support to communicate language and expectations 	<ul style="list-style-type: none"> Provide short sentence stems and single words for practice before conversations Allow some nonparticipation in simple conversations Provide word bank of key vocabulary Model pronunciation of social and academic language 	<ul style="list-style-type: none"> Organize reading in chunks Practice high frequency, concrete terms Use visual and linguistic supports Explain classroom environmental print Use adapted text 	<ul style="list-style-type: none"> Allow drawing and use of native language to express concepts Allow student to use high frequency recently memorized, and short, simple, sentences Provide short, simple sentence stems with present tense and high frequency vocabulary
Intermediate (B)	<ul style="list-style-type: none"> Provide visuals, slower speech, verbal cues, simplified language Preteach vocabulary before discussions and lectures Teach phrases for student to request speakers repeat, slow down, or rephrase speech 	<ul style="list-style-type: none"> Allow extra processing time Provide sentence stems with simple sentence structures and tenses Model and provide practice in pronunciation of academic terms 	<ul style="list-style-type: none"> Allow wide range of reading Allow grade-level comprehension and analysis of tasks including drawing and use of native language and peer collaboration Provide high level of visual and linguistic supports with adapted text and pretaught vocabulary 	<ul style="list-style-type: none"> Allow drawing and use of native language to express academic concepts Allow writing on familiar, concrete topics Avoid assessment of language errors in content area writing Provide simple sentence stems and scaffolded writing assignments
Advanced (C)	<ul style="list-style-type: none"> Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations Provide opportunities for student to request clarification, repetition and rephrasing 	<ul style="list-style-type: none"> Allow extra time after pauses Provide sentence stems with past, present, future, and complex grammar, and vocabulary with content-based and abstract terms 	<ul style="list-style-type: none"> Allow abstract grade-level reading comprehension and analysis with peer support Provide visual and linguistic supports including adapted text for unfamiliar topics 	<ul style="list-style-type: none"> Provide grade-level appropriate writing tasks Allow abstract and technical writing with linguistic support including teacher modeling and student interaction Provide complex sentence stems for scaffolded writing assignments
Advanced High (D)	<ul style="list-style-type: none"> Allow some extra time when academic material is complex and unfamiliar Provide visuals, verbal cues, and gestures when material is complex and unfamiliar 	<ul style="list-style-type: none"> Opportunities for extended discussions Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms 	<ul style="list-style-type: none"> Allow abstract grade-level reading Provide minimal visual and linguistic supports Allow grade level comprehension and analysis tasks with peer collaboration 	<ul style="list-style-type: none"> Provide complex grade-level appropriate writing tasks Allow abstract and technical writing with minimal linguistic support Use genre analysis to identify and use features of advanced English writing

*Guidelines at specific proficiency levels may be beneficial for students at all levels of proficiency depending on the context of instructional delivery, materials, and students' background knowledge.

ELAR

Content:	Language:
<ul style="list-style-type: none">• Journals• Graphic organizers• Learning logs• Using native language peers to clarify concepts• Summarization frames• Providing native language resources	<ul style="list-style-type: none">• Vocabulary strategies• Sentence starters• Structured ELAR dialogues• Modeling the use of academic language• Writing/talking in complete sentences

Language Objectives Aligned to Cross-Curricular Student Expectations
(subsection c)

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Learning Strategies	
1A: Use what they know about ____ to predict the meaning of ... 1B: Check how well they are able to say ... 1C: Use ____ to learn new vocabulary about... 1D: Use strategies such as ____ to discuss...	1E: Use and reuse the words/phrases ____ in a discussion/writing activity about... 1F: Use the phrase ____ to learn the meaning of ... 1G: Use formal/informal English to describe... 1H: Use strategies such as ____ to learn the meaning of...
Listening	Speaking
2A: Recognize correct pronunciation of 2B: Recognize sounds used in the words ... 2C: Identify words and phrases heard in a discussion about ... 2D: Check for understanding by .../Seek help by ... 2E: Use supports such as ____ to enhance understanding of ... 2F: Use ____ (media source) to learn/review 2G: Describe general meaning, main points, and details heard in ... 2H: Identify implicit ideas and information heard in ... 2I: Demonstrate listening comprehension by...	3A: Pronounce the words ____ correctly. 3B: Use new vocabulary about ____ in stories, pictures, descriptions, and/or classroom communication ... 3C: Speak using a variety of types of sentence stems about ... 3D: Speak using the words ____ about... 3E: Share in cooperative groups about ... 3F: Ask and give information using the words... 3G: Express opinions, ideas and feelings about ____ using the words/phrases... 3H: Narrate, describe, and explain 3I: Use formal/informal English to say ... 3J: Respond orally to information from a variety of media sources about...
Reading	Writing
4A: Identify relationships between sounds and letters by... 4B: Recognize directionality of English text. 4C: Recognize the words/phrases.... 4D: Use prereading supports such as ____ to understand ... 4E: Read materials about ____ with support of simplified text/visuals/word banks as needed. 4F: Use visual and contextual supports to read ... 4G: Show comprehension of English text about ... 4H: Demonstrate comprehension of text read silently by... 4I: Show comprehension of text about ____ through basic reading skills such as ... 4J: Show comprehension of text/graphic sources about ____ through inferential skills such as ... 4K: Show comprehension of text about ____ through analytical skills such as ...	5A: Learn relationships between sounds and letters when writing about ... 5B: Write using newly acquired vocabulary about... 5C: Spell English words such as ... 5D: Edit writing about ... 5E: Use simple and complex sentences to write about ... 5F: Write using a variety of sentence frames and selected vocabulary about ... 5G: Narrate, describe, and explain in writing about ...

WRITING A LANGUAGE OBJECTIVE

4th Grade Social Studies TEKS 4.7B:

The student understands the concept of regions and is expected to:

4.7(B) identify, locate, and compare the geographic regions of Texas (Mountains and Basins, Great Plains, North Central Plains, Coastal Plains), including their landforms, climate, and vegetation

ELPS Learning Strategies:

1E: Students will use and reuse the words mountains, basins, plains, landforms, climate, and vegetation in a writing activity about geographic regions of Texas.



The diagram features a central red rectangle with the text "English Language Proficiency Standards" and "ELPS". Surrounding this rectangle are four curved arrows forming a clockwise cycle. The arrows are colored: pink for "Listening", blue for "Reading", green for "Writing", and red for "Speaking". The background consists of concentric circles, some solid and some dashed, in light gray.

English Language Proficiency Standards

ELPS

Listening

Reading

Writing

Speaking

Speaking

Comparing Student Language

Ms. Davis's class

- "It has the green things... yeah, for food."
- "And they both have this big round thing in the middle."
- "Those are to do the power, right?"

Ms. Clark's class

- "Its function is to convert sunlight into sugar."
- "An organelle that both plant and animal cells have is the nucleus."
- "The mitochondria generate energy for the cell."

Sentence Stems

This technique gives students the opportunity to respond in the form of a complete sentence to effectively communicate. Sentence stems provide scaffolding to help students get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response.

How to use Sentence Stems

- 1. Create:** Create a list of sentence stems that are appropriate to the discussion or task you are setting the students. Be sure to provide stems that use academic language or sentence structure that is difficult for the students.
- 2. Model:** Review stems with students and provide some examples of how to complete the sentence stems.
- 3. Practice:** Pose questions or a set a writing task for students. In pairs or independently, have students use sentence stems to respond.
- 4. Review:** Ask students to share their sentences. Add any clarification where needed.

When to use Sentence Stems

Use Sentence Stems at any point in the lesson to structure meaningful conversation.

- Before introducing new material to tap into prior knowledge (Example stems: I understand that; I already know that...)
- When trying to work through a problem. (Examples: It would be easier if....; First, I...)
- After reading a short text to begin a discussion (Examples: The main points were....; I read that...)
- Responding to a peer discussion (Examples: My partner pointed out; I agree because...)
- When re-enforcing the use of academic language (Example: The text structure is; I use the denominator of ...)

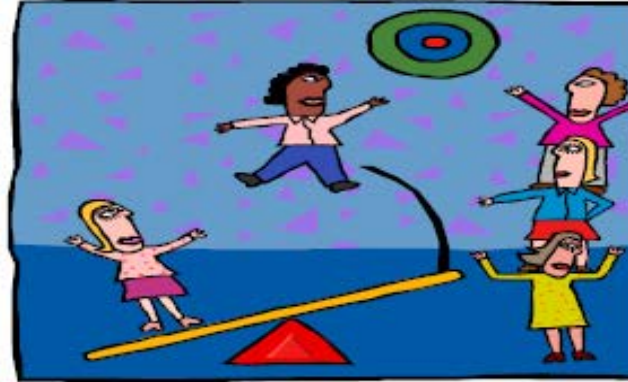
Classroom Language

Asking for Clarification

What do you mean?
Will you explain that again?
I have a question about that.

Expressing an Opinion

I think/believe that . . .
It seems to me that . . .
In my opinion . . .



Paraphrasing

So you are saying that . . .
In other words, you think . . .
What I hear you saying is . . .

Soliciting a Response

What do you think?
We haven't heard from you yet.
Do you agree?
What answer did you get?

Predicting

I predict that . . .
I imagine that . . .
Based on . . .
I infer that . . .
I hypothesized that . . .

Acknowledging Ideas

My idea is similar to/related to _____'s ideas.
I agree with _____ that . . .
My idea builds upon _____'s ideas in that _____.

Classroom Language



Reporting a Partner's Idea

- _____ indicated that . . .
- _____ pointed out to me that . . .
- _____ emphasized that . . .
- _____ concluded that . . .

Reporting a Group's Ideas

We decided that . . .

We agreed that . . .

Our groups sees it differently, _____.

We had a different approach _____.

Disagreeing

I don't agree with you because ...

I got a different answer than you.

I see it another way.

Affirming

That's an
interesting idea.

I hadn't
thought of that.

Offering a Suggestion

Maybe we could . . .

What if we . . .

Here's something
we might try . . .

Holding the Floor

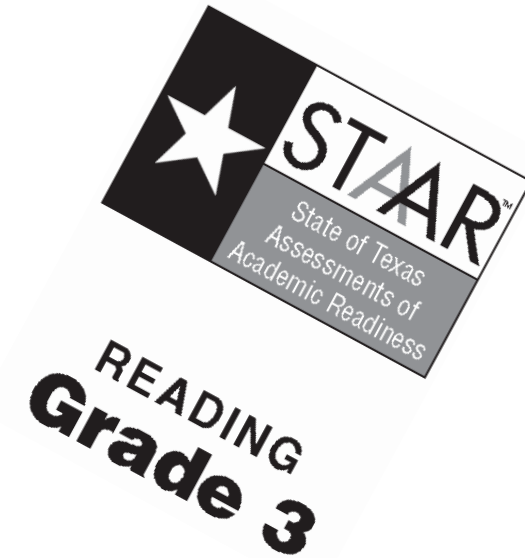
As I was saying . . .

If I could finish my
thought . . .

What I was trying to say was . . .

Reading

Sight Words and STAAR



2. **Which idea do both the article and the poem support?**
- A. **Animals adapt to their environment.**
 - B. **Animals often work together.**
 - C. **Nature changes unexpectedly.**
 - D. **People should rely in desert resources for food.**

Sight Words and STAAR



1. **The poet helps the reader understand how it feels to be on the frontier *mainly by* ...**
 - A. creating vivid images of *remoteness***
 - B. explaining how *land* was claimed**
 - C. *stressing* the difficulty of *raising a large family***
 - D. comparing the advantages and disadvantages of moving to the West**

Writing

With I do on the weekend

On the Saturday I went
to Mr. Gattis, with my
French friend. This
is a really nice grill. We took
some money (\$30.) then
we ate some pizza, salad,
apples and many more food.
After we finished to eat we
went to the games.

**what
went
with
my
friend
she
is
really
nice
girl
we
take
some
ate
many
more
food**

My Family is especho

My Family For My is
santig especho because
day have gifmi life and
meny tigs mor Bot the
Frist tig is that I Love
dem an deiar santig es-
pecho For my dei ar mor
tat Fader and mader dei
ar laik my BEST Friends
FOR EVER. My brother's to
dey may Famely and
I Love dem too. My

family
special
me
somethin
g
they
given
many
thing
more
but
first
them
and
are
father
mother
like
friend

BEGINNING

IF I Won a \$1,000,000

I would My lot is roba hand
Swimming Pool and 4 Cand Boy
a Car for My Sister And My
Vaceichenss 4 Cand good Four
Pexico Parque Aya esta My dad And My
Mom Aan may sisters and 4 Can
Compras roba ford My sisters and Casas
Para the house And My radio Par My house
And Ay bought 4 baicass Para nosotros
nomas H Cand bought Chacira and
Mr. _____.

Grade 3

This student exhibits a beginning level of second language writing proficiency in English.

His collection contains five writing assignments on a number of topics covering a variety of academic subject areas. Overall, the student shows little or no ability to address grade-appropriate writing tasks meaningfully.

Throughout the collection, the student's lack of English vocabulary and English language structures significantly hinder his ability to communicate in English. The student shows that he knows some recently practiced, high-frequency words and phrases, but he does not yet know enough English to connect ideas and convey them in short, simple sentences. The student frequently uses his primary language to express himself and relies on the phonetics of his primary language to spell even very common English words (may for "my," leero for "little," da for "the"). Even individuals accustomed to the writing of ELLs are unable to understand much of what he tries to communicate.

The writing features demonstrated by this student are consistent with the beginning stages of second language acquisition.

Mother

My mother's name is _____. Everyone in my family called her Mae which mean mother in Thai. My mother is the best woman in my life and I love her a lot. She doesn't speak English that well, but she could understand some of it. My mother is not that tall, she has black and long hair. Also she is very good at cooking. I think the reason why she has lots of friends because she is a nice person and never say bad thing about other people.

I remember one time I was sick and mother was sick too. I think she got the disease from me because I was sick first. She has to taking care of me for a whole week while she was sick. It ~~doesn't~~^{doesn't} seems like she care about herself. That made me feels like I have to get better, so I could take care of her. This is one of the reason why I love her so much.

However I love my mother very much and I would continue doing that. Time cannot change me after everything that I had been ~~through~~ ~~there~~ though. My mother is the best woman in my life. I wish I can stay with my mother ~~at~~^{and} my family forever.

ADVANCED

High School

This student displays an advanced level of second language writing proficiency. He shows enough English vocabulary and command of English language structures to address grade-appropriate writing tasks with second language acquisition support.

The student writes about a variety of academic topics with emerging grade-appropriate vocabulary and an overall grasp of English language structures, though there are more than minor or infrequent second language acquisition errors.

This student's collection may be rated too high or too low by individuals who do not adhere to the PLDs in the rating process. Focusing too narrowly on inaccuracies related to verb use and other grammar features may sway a person toward a rating that is too low. On the other hand, being impressed by this student's thoughtful ideas, organizational skills, and academic tone may suggest good academic preparation, which may sway a person toward a rating that is too high.

This student is clearly beyond the intermediate level because he is not limited in his ability to fulfill grade-appropriate writing tasks. He has not yet reached the advanced high level, though, because his writing does not yet show the need for only minimal second language acquisition support.

This student fits the advanced level profile. He is able to address grade-appropriate writing tasks but still needs ongoing specialized instruction to address his second language acquisition needs.

ADVANCED HIGH

All About Me

This is about my family and me.

I have a brother named CARL he is in 4th grade. He thinks my bike is his bike but I say that it's my bike. I also have a sister named RENEE she is in 6th grade. she likes dogs, cats, bunnies, butterflies, birds, fishes, turtles.

RENEE has a friend his name is ERIC. My mom is sweet and pretty. She takes care of me. She gives us food to eat. She reminds us of stuff. My dad also takes care of us. In the morning when it's time she takes us to wait for the bus. Some times he takes us to the school. My dad some times he waits untile the bus comes. My dad some times he takes us walking all the way home untile the bus comes. My dad also is smart.

Grade 2

This student exhibits an advanced high level of second language writing proficiency at the second grade level. This collection contains writing about the student and his or her family as well as writing about science, math, and other school subjects.

In paper 1, the student presents the step-by-step process of planting a seed. The student shows the level of English needed to relate the experiment in a grade-appropriate manner. In the second sample, which is based on a picture stimulus, the student explains the things that are important to have on a camping trip. This paper shows the student's ability to express himself in a manner nearly comparable to native English-speaking peers in terms of clarity and specificity of vocabulary.

Papers 3–6 are reflective pieces about the student and his or her family. In these pieces the student shows the ability to write with clarity and ease about familiar topics. The student also exhibits the ability to use complex sentence structures (He thinks my bike is his bike but I say that it's my bike; my dad some times he takes us walking all the wai home untile the bus comes; we also have a big play groun to play when we finish all our work and test or math or language arts and social studies).

In paper 7, the student is able to communicate his or her goals in social studies using complex sentences (I want to get better at my grades especialy Social studies because I got a bery low grade). In paper 8, the student explains a challenging mathematical concept (rounding to the nearest ten). Although there are some issues with the clarity of the explanation, the type of explanation provided would not be uncommon in native English-speaking peers at the second grade level.

The student's spelling patterns and other writing conventions are consistent with those of second grade peers, with occasional exceptions when the academic demands are high, or low-frequency words are used.

Overall, this writing collection demonstrates the ability of a second language learner who has acquired the English vocabulary and language structures necessary to address second grade writing tasks with minimal support.

ADVANCED HIGH

What is important to me?

I'm going to tell you what is important to me. The most important thing to me is my family because without them I wouldn't have the things that I have right now like a house, car, clothes and health. They're always there for me whenever I have a problem they help me and support me in everything I do. Like when ~~when~~ I had two broken ankles they feed me, they took care of me and they also took me to the doctor. I like it when my Uncle or my dad make a party and the whole family gets together and have fun. I enjoyed that because you never know when it's going to be the last time to ~~that~~ you see them and share your thoughts with them. The thing that I most like is that they always give you ideas and explanations of any questions you have so I don't even want to think what I will do without them.

Student 6

High School

This student exhibits an advanced high level of second language writing proficiency. The student's writing shows his ability to address grade-appropriate writing tasks with minimal second language acquisition support.

The collection demonstrates writing that is nearly comparable to the writing of native English-speaking peers, although there are some instances of unnaturalness and awkward expression. The student makes some errors associated with second language acquisition, but the errors are minor and primarily limited to low-frequency words and structures, and the errors rarely interfere with communication.

Consistent with the advanced high level PLDs, the student shows an ability to express himself with clarity and specificity, with occasional exceptions when he writes about academically complex or abstract ideas. The quality of this writing and the precision of expression decline somewhat in the science and math samples.

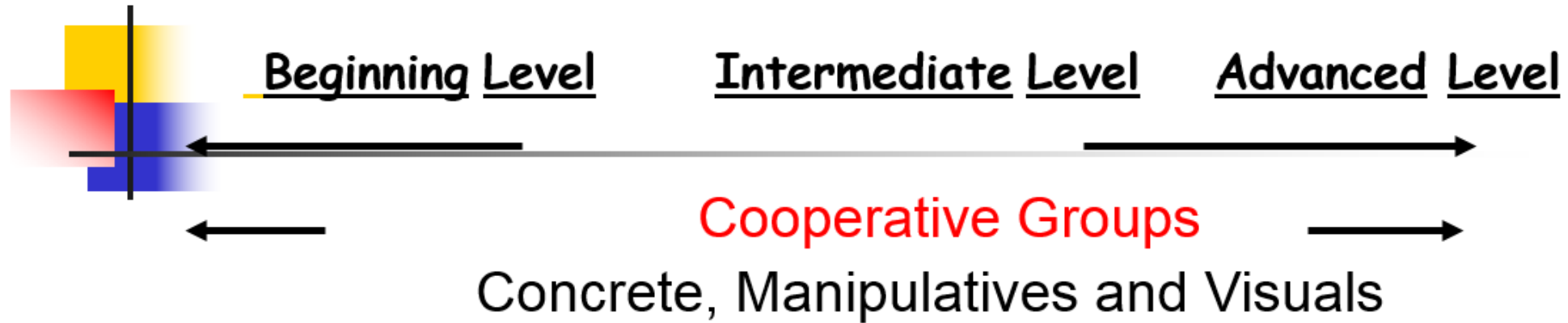
Overall, the student is able to use English to express ideas and carry out grade-appropriate writing assignments on a variety of academic topics with minimal second language acquisition support. This student demonstrates the level of English proficiency needed to enable him to participate in editing activities to refine areas of awkwardness and to improve writing skills related more to academic achievement than second language acquisition.

When planning for English Language Development in the content areas teachers need to include the following components as illustrated on quadrant below:

Activate Prior Knowledge	How	Comprehensible Input	How
<ul style="list-style-type: none"> • Motivate interest • Acknowledge culture & values • Check for misconceptions • Basis for building new knowledge & understanding 	<ul style="list-style-type: none"> • Thinking Maps • Graphic Organizers • Think Out Loud • Visuals/Realia 	<ul style="list-style-type: none"> • Making content accessible • Scaffolding • Sheltered Instruction 	<ul style="list-style-type: none"> • Effective techniques for ELL • Appropriate speech for each proficiency level
Vocabulary Development	How	Oral Practice	How
<ul style="list-style-type: none"> • Identify target vocabulary • Provide visuals • Discuss and define • Word study 	<ul style="list-style-type: none"> • VKV's • Word wall • Flash Cards • Picture Cards • Cognates 	<ul style="list-style-type: none"> • Provide sentence frames • Model with sentence frames • Pair students to practice content orally • Conversational Language • Academic Language 	<ul style="list-style-type: none"> • Frames for Fluency © • iPad/iPod Apps • Imagine Learning English • Reader's Theatre

Activate Prior Knowledge	How	Comprehensible Input	How
<ul style="list-style-type: none"> • Motivate interest • Acknowledge culture & values • Check for misconceptions • Basis for building new knowledge & understanding 	<ul style="list-style-type: none"> • Thinking Maps • Graphic Organizers • Think Out Loud • Visuals/Realia 	<ul style="list-style-type: none"> • Making content accessible • Scaffolding • Sheltered Instruction 	<ul style="list-style-type: none"> • Effective techniques for ELL • Appropriate speech for each proficiency level
Vocabulary Development	How	Oral Practice	How
<ul style="list-style-type: none"> • Identify target vocabulary • Provide visuals • Discuss and define • Word study 	<ul style="list-style-type: none"> • VKV's • Word wall • Flash Cards • Picture Cards • Cognates <p>Visual Kinesthetic Vocabulary manipulatives (VKV's)</p>	<ul style="list-style-type: none"> • Provide sentence frames • Model with sentence frames • Pair students to practice content orally • Conversational Language • Academic Language 	<ul style="list-style-type: none"> • Frames for Fluency © • iPad/iPod Apps • Imagine Learning English • Reader's Theatre

Second Language Acquisition Strategies



TPR

Daily News

Non-Verbal Role Playing
level

Rhymes, Chants, Songs, Games

Hands-on Projects

Cloze activities

Choral Reading

Pre-recorded Stories

Author's Chair

Label

Word banks

Think-pair-share

Silent reading

Role Playing (Verbal)

Reading, Writing, Reciting

Group Discussions

Retelling Stories

Dialogue Journals

Graphic Organizers

Summarize

Compare/contrast

Read Aloud

Reading & Writing on grade

Evaluating

Predicting Outcomes

Supporting

Analyzing Charts

Analyzing Graphs





Lingo Bingo Words

- **Free**
- **Affective Filter**
- **PLDs**
- **ELPS**
- **Comprehensible Input**
- **TELPAS**
- **Transition Words**
- **Gallery Walk**

- **Sentence Stems**
- **Language Objective**
- **Graffiti Write**
- **BICS**
- **CALP**
- **Alphabet Brainstorm**
- **Think-Write-Pair-Share**
- **Visuals**
- **Numbered Heads**

• **Sheltered Instruction**



Affective
Filter



Numbered
Heads

CALP

Comprehensible
input

Gallery
Walk

Graffiti
Write

 **free** 

PLDs

Sentence
Stems

Visuals


BICS

Language
Objectives

Think-
Write-
Pair-
Share

Transition
Words

ELPS

TELPAS 



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