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*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.

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## 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



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




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## 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




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## 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




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## 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>




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## Language Development Process

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




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## ELPS Instructional Tool

### 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 to the next proficiency level.*




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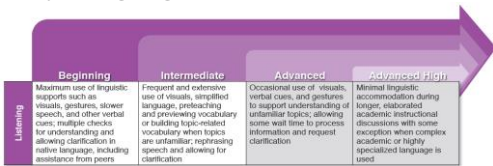
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## ELPS Instructional Tool

### 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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## ELPS Instructional Tool

### Degree of Linguistic Accommodations by Language Domain

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




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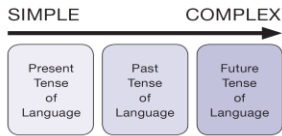
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### Linguistic Processing Skills

- 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



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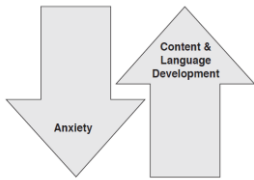
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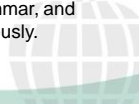
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### Linguistic Processing Skills



- 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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