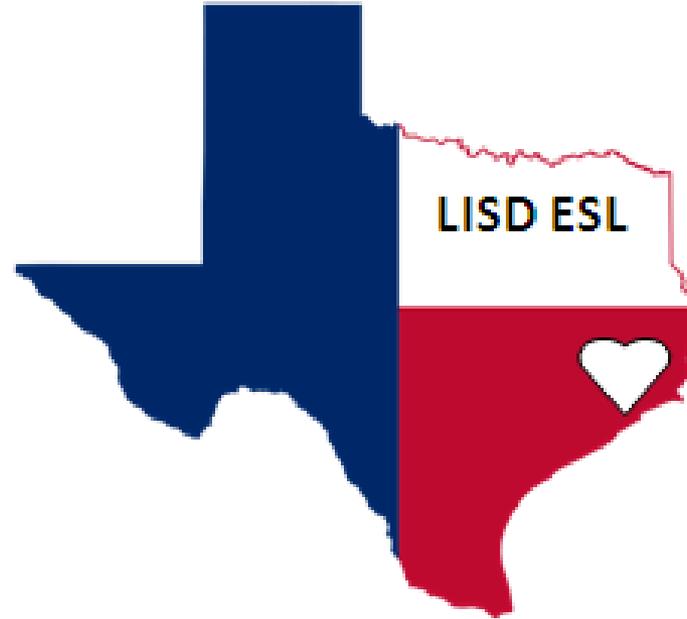


**English
Language
Proficiency
Standards
(ELPS)**



ELPS Training Objectives

Content Objectives:

Participants will discover how the ELPS assures that ELLs attain English proficiency, develop academic language and meet the same challenging academic content and achievement standards that all children are expected to meet.

Participants will discover why Language Objectives are an essential part of lesson delivery for ELLs.

Language Objectives:

Participants will **read** sections of the ELPS law from the ELPS Instructional Tool booklet.

Participants will **discuss** Teacher Tips for Beginning and Intermediate ELLs. Language Objectives using TEKS skills.

Participants will **read** Language Development Process on pages 10 and 11 of ELPS Instructional Tool booklet and **write** the answers on page 12.

ELPS

The ELPS have two components:

1. cross-curricular second language acquisition essential knowledge and skills
2. proficiency level descriptors (Beginning, Intermediate, Advanced, and Advanced High)

Every teacher in any content or enrichment course who teaches ELLs must teach a **language objective** as well as a **content objective**.

BICS

Basic Interpersonal Communication Skills

- **Language Acquisition** is a subconscious, effortless process that occurs without people actually realizing that it is occurring.

The information acquired is then stored in the subconscious for later use. It is what children do when learning to speak their first language.
- **Basic Interpersonal Communication Skills (BICS)** are the language skills necessary to communicate basic needs and wants; they do not guarantee academic success. (There may be students who have 'acquired' native-like fluency in oral speech, who are still unprepared to face the academic challenges of school.)

Krashen, 1992 & Cummins, 1996

Conversational Language

CALP

Cognitive Academic Language Proficiency

- **Language learning** is what usually occurs in school. It is an overt and conscious process.
- When people are learning, they are aware they are learning because they are participating in the process. Therefore, it must be explicitly taught.
- Once the information (knowledge) is learned, it is consciously stored in the brain, for later use.
- This learned academic language is the kind of language needed for tasks such as comprehension of text, analysis, and synthesis.
- For students learning English as a second language, this is what we refer to as **Cognitive Academic Language Proficiency (CALP)**.

Echevarria & Graves, 2006

Textbook and Test Language

TEKS and ELPS Objectives

Content Objectives are the:

What?

Language Objectives are the :

How?

Academic Language

Academic language is the language used in content area classrooms and on tests. It is linked to higher order thinking processes and developed by extensive modeling and scaffolding of classroom talk. In order to develop academic language, students must be immersed in a ***language-rich, interactive*** environment.

Examples of academic language:

- characterization
- the present or past
- point of view
- analysis of relationships
- persons, places, and events
- cause and effect
- inference

Process for Teaching Academic Language

Set up a classroom learning environment where all students communicate using academic language.

Explicitly teach students academic language structures using focused vocabulary instruction and sentence stems.

Establish specific language objectives, in addition to TEKS-based content objectives for each lesson.

Writing Language Objectives

- Language Objectives are the **HOW** of the lesson. Your language objectives should include interaction in the form of discussion (paired and/or cooperative learning activities). Think about specific **language skills** you want students to develop; include them as language objectives. Then plan the lesson accordingly.
- Language objectives should include verbs like the following:

Define Describe Label Name Spell Read Write Map Outline Demonstrate	Debate Illustrate Revise Rewrite Justify Critique Describe Compare Question Identify	Locate List Underline Compose Dictate Point out Record Report Express Draw	List 5 more:
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Sample History Objectives

TEKS 8.6C:

Identify colonial grievances listed in the Declaration of Independence. →
Explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights.

Content Objective:

Student will use a graphic organizer to identify colonial grievances in the Declaration of Independence.

Language Objective:

The learner will identify and describe colonial grievances using the sentence stems:

A grievance can be defined as _____.

Three examples of colonial grievances listed in the Declaration of Independence are _____, _____, and _____.

ELPS: 3(H)

Narrate, describe, and explain with increasing specificity and detail as more English is acquired. →

Sample ELA Objectives

CONTENT

Complete a timeline listing the events of the story in order leading up to the climax.

LANGUAGE

- In the reading, highlight the important events in the story. Highlight the exposition in red and the rising action in blue.
- Explain to a partner your timeline. Use the words *first*, *second*, *then* to show sequence.

Sample Math Objectives

CONTENT

The students will be able to use constructions to explore attributes of geometric figures and to make conjectures about geometric relationships.

LANGUAGE

- The student will be able to use mathematical vocabulary to explain orally or in writing the attributes of geometric figures.
- Students will construct a Venn Diagram to contrast and compare two figures.
- Students will work in pairs to create a list of construction methodologies related to the significant attributes of each figure.

Sample Science Objectives

CONTENT

The student demonstrates that energy, such as sound energy, can travel through matter.

LANGUAGE

- The students will follow oral and multistep directions.
- The students will make oral and written inferences and draw conclusions from the activity.

Teacher of a Beginner ELL Should:

- Use slower speech, gestures, movement, and other linguistic support to communicate language and content.
- Provide native language support and same language peer.
- Allow some non-participation in speaking activities.
- Provide word banks or word walls of key vocabulary.
- Model appropriate social and academic language.
- Provide short sentence stems and single words for practice before conversations.
- Build predictability into instructional routine
- Organize reading in meaningful chunks of text.
- Provide practice with high-frequency, concrete terms.
- Use visual and linguistic supports.
- Use adapted texts.
- Explain classroom environmental print.
- Allow drawings and some use of native language.
- Provide short simple sentence stems with present tense verbs and high-frequency vocabulary.
- Provide graphic organizers to scaffold writing experiences.
- Use realia

Teachers of Intermediate ELLs Should:

- Use visuals, slower speech, verbal cues and simplified language.
- Pre-teach vocabulary.
- Teach phrases for student to use to request others to repeat, slow down, or rephrase.
- Allow extra processing time.
- Provide sentence stems with simple sentence structures and tenses.
- Model and provide practice in the pronunciation of academic terms.
- Avoid assessment based on language errors.
- Provide simple sentence stems and scaffolded writing assignments.
- Provide graphic organizers to facilitate understanding of text.
- Allow student to demonstrate grade-level comprehension and analysis of tasks through drawings, use of native language, and peer collaboration.
- Provide visual and linguistic support through adapted text, modeling and pre-taught vocabulary.
- Allow drawing and use of native language to express academic concepts.
- Allow writing on familiar concrete topics.

LANGUAGE OBJECTIVES – LISTENING

- 2A – recognize: correct pronunciation
- 2B – recognize: sounds in words
- 2C – recognize: words/phrases in discussion
- 2D – understand or seek help
- 2E – use technology to learn / review
- 2F – gist, main points, details
- 2H – implied info
- 2I – listening comprehension

LANGUAGE OBJECTIVES – SPEAKING

- 3A – correct pronunciation of words
- 3B – use new vocabulary about topic
- 3C – use variety of sentence stems
- 3D – speak using newly taught vocabulary
- 3E – share in cooperative groups about
- 3F – ask / give info using words
- 3G – give opinions about _____ using words, phrases
- 3H – narrate, describe, explain
- 3I – use in/formal English to say
- 3J – oral response to variety of media about

LANGUAGE OBJECTIVES – READING

- 4A – letter-sounds & phonics
- 4B – directionality
- 4C – sight vocabulary
- 4D – BEFORE reading support
- 4E – simplify text (to access content)
- 4F – pictures / semantics to support reading (predictable text)
- 4G – show comprehension individually or in groups
- 4H – demonstrate comprehension of text read silently
- 4I – develop basic reading skills that build comprehension
- 4J – make inferences about text & graphics
- 4K – analyze text

LANGUAGE OBJECTIVES – WRITING

- 5A – use letter-sounds, phonics
- 5B – use new vocabulary
- 5C – spell correctly
- 5D – Edit writing
- 5E – Write simple & complex sentences
- 5F – use sentence frames & selected vocabulary
- 5G –narrate, describe, and explain in writing

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

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