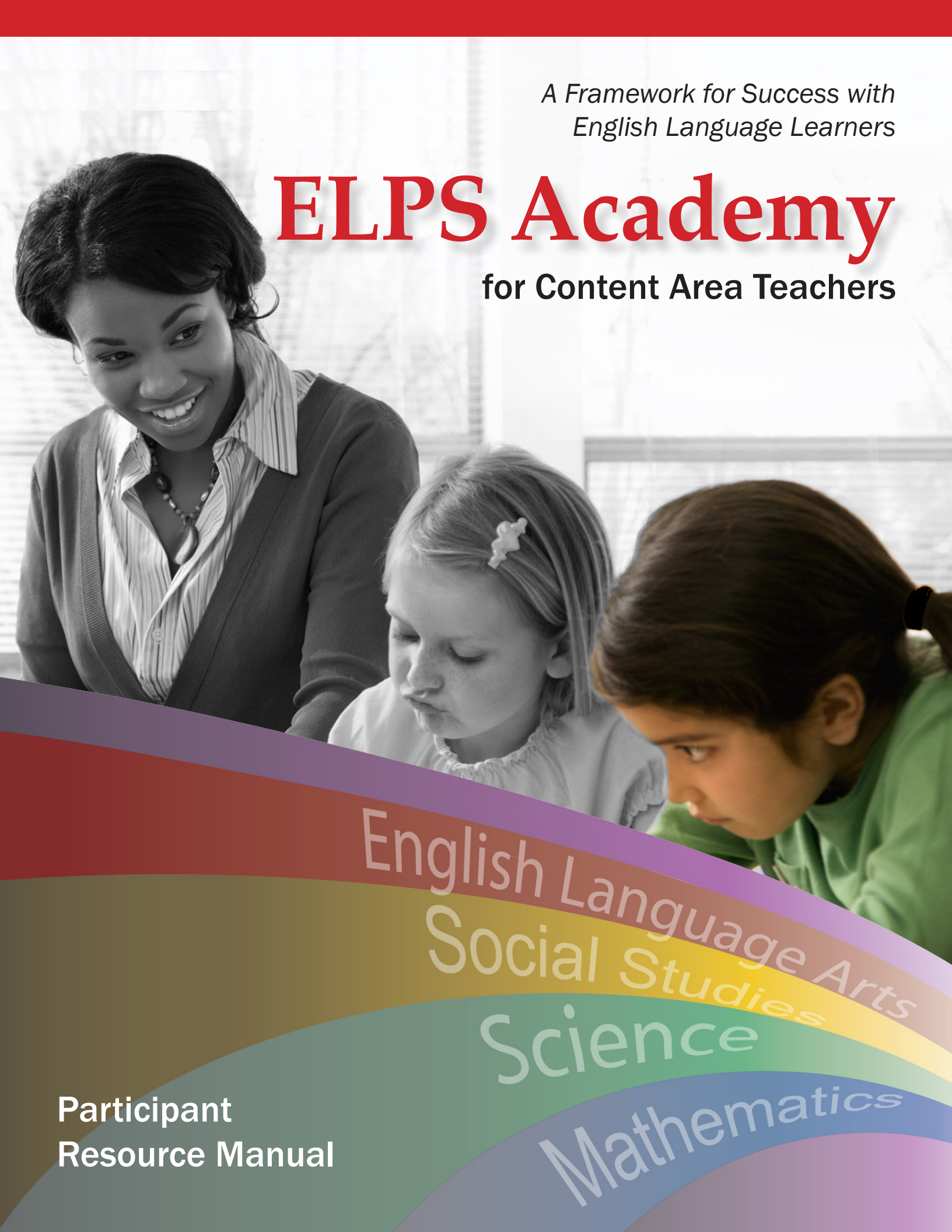


*A Framework for Success with  
English Language Learners*

# ELPS Academy

for Content Area Teachers



English Language Arts  
Social Studies  
Science  
Mathematics

Participant  
Resource Manual

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# Language-Rich Environment

## Content Objective:

- Participants will use a graphic organizer to list the main ideas found in the ELPS framework.

## Language Objective:

- Participants will use sentence stems to orally reflect on the responsibilities of content-area educators for ELPS implementation.

# Outline of Training

This training will consist of four lessons:

Schedule	
8:30 - 10:00	Introduction to the ELPS Framework and responsibilities for content-area educators (§74.4 a,b)
10:15 - 11:30	Morning Break  Using the cross-curricular student expectations as sources for language objectives in the content-area classroom (§74.4c)
12:30 - 2:00	Lunch  Using the PLDs as a roadmap for linguistically accommodating content-area instruction (§74.4 d)
2:15 - 3:30	Afternoon Break  Applying cross-curricular student expectations and linguistic accommodations in a content-area lesson (§74.4 a, b, c, d)

# Graphic Summary



**CHAPTER 74.4**

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# Lesson 1

## Introduction to the ELPS Framework and Responsibilities for Educators



### Content Objective:

- Participants will use a graphic organizer to list the main ideas found in the ELPS Framework.

### Language Objective:

- Participants will use sentence stems to orally reflect on the responsibilities for ELPS implementation.

### Sentence Stems:

- I selected \_\_\_\_\_ because...
- One difference between understanding content and developing language is...
- The most significant thing we discussed this morning was...

### Key Vocabulary:

- academic language
- linguistically-accommodated
- communicated
- sequenced
- scaffolded

# Reflection

## Content Objective:

- Participants will use a graphic organizer to list the main ideas found in the ELPS Framework.

## Language Objective:

- Participants will use a sentence stem to orally reflect on the responsibilities for ELPS implementation.

*The most significant thing we discussed this morning was...*

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# Lesson 2

## Using the Cross-Curricular Student Expectations as Sources for Language Objectives (74.4c)



### Content Objective:

- Participants will be able to summarize the skills found in subsection (c) using a graphic organizer.

### Language Objective:

- Participants will write a language objective aligned to both TEKS and ELPS using sentence stems.

### Sentence Stems:

- These expectations would benefit ELLs because...
- These expectations would benefit other students as well because...
- Language objectives are beneficial...

### Key Vocabulary:

- learning strategies
- alignment
- content-based
- increasing accuracy



# How Objectives Benefit Students

When objectives are...	it benefits students because...
aligned to TEKS	
displayed	
explained	
implemented	
reviewed	

# How to Read the Cross-Curricular Student Expectations

Cross-curricular student expectations are organized into five categories for second language acquisition:

1. learning strategies
2. listening
3. speaking
4. reading
5. writing

Each student expectation is listed individually by letter. These expectations must be used for creating curriculum frameworks, creating and documenting lesson plans, and writing language objectives for ELLs.

## 5) Cross-curricular second language acquisition/writing

*The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency.*

**For Kindergarten and Grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:**

- (A) *learn relationships between sounds and letters of the English language to represent sounds when writing in English;*
- (B) *write using newly acquired basic vocabulary and content-based grade-level vocabulary;*
- (C) *spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired;*
- (D) *edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired.*

The knowledge and skills statement describes the intentions of the student expectations included in this section.

Note that some student expectations do not apply for students at early levels of literacy.

## Content Objective:

**Who?** (*Students*)

**Does what?** (*TEKS*)

**How/with what?**  
(*tasks, processes, resources,  
and activities*)

**Content Objective:**

**Questions aligned to Content Objective:**

**Stem:**

## Language Objective:

**Who?** (*Students*)

**Does what?**  
(*ELPS Student Expectations*)

**How/with what?**  
(*words, phrases, printed  
materials*)

**Language Objective:**

**Language Building Activity:**

**Stem:**

## Reflection

## Content Objective:

- Participants will be able to summarize the skills found in subsection (c) using a graphic organizer.

## Language Objective:

- **Participants will write a language objective aligned to both TEKS and ELPS using sentence stems.**

*Language objectives are beneficial...*

[illegible]

# Lesson 3

## Using the PLDs as a Road Map for Linguistic Accommodations for ELLs

### Content Objective:

- Participants will predict an ELL's language proficiency level using the summaries of the Proficiency Level Descriptors (PLDs).

### Language Objective:

- Participants will show comprehension of adapted text related to the PLDs by making connections between a student's proficiency level and appropriate linguistic accommodations.

### Sentence Stems:

- I know the PLDs...
- Understanding the PLDs might mean...
- \_\_\_\_\_ would probably be effective for ELLs because...
- Above all, teachers must remember to \_\_\_\_\_ due to...

### Key Vocabulary:

- adapted text
- linguistic support
- environmental print
- high-frequency words
- content-based abstract terms



# ELL Linguistic Accommodations Chart

Student Name:
Grade:
Class/Period:

	Listening	Speaking	Reading	Writing
TELPAS Rating				
Linguistic Accommodations				

# Linguistically Accommodating Tasks Based on TELPAS PLD Levels

Grade Level/Topic:	Content Objective:
Key Vocabulary & Concepts:	Language Objective:
Task:	

Accommodations for Beginning ELLs	Accommodations for Intermediate ELLs	Accommodations for Advanced/ Advanced High ELLs

# Lesson 4

## Applying Cross-Curricular Student Expectations and Linguistic Accommodations in a Lesson

### Content Objective:

- Participants will identify linguistic accommodations in a lesson with a partner.

### Language Objective:

- Participants will speak using specific stems to describe ELPS student expectations found in a lesson.

### Sentence Stems:

- I observed \_\_\_\_\_ in the lesson when...
- Today I realized...
- Now I know...



# Identifying Linguistic Accommodations

I observed...

I would add...

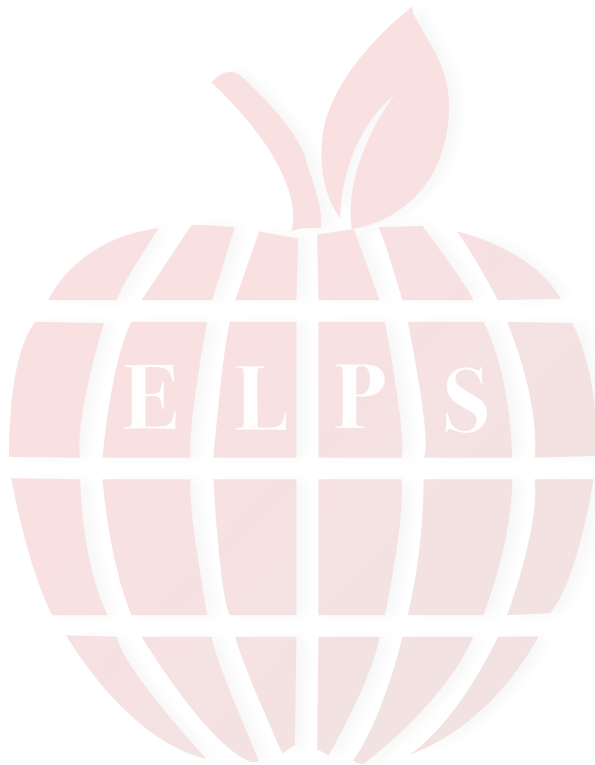
# Sample Lesson

**Content Objective:**

**Language Objective:**

**Sentence Stems:**

**Key Vocabulary:**



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