

ESL TExES
Preparation for the
Exam 154
English as a Second Language
Supplemental

Region One ESC

Division of Instructional Leadership, School Improvement, & College Readiness Support

AM Session: 101455

PM Session: 101619



Professional Learning Essential Agreements

- ✓ Be **Respectful** of others
- ✓ Be an **Active** participant
- ✓ Take **Care** of your needs
- ✓ Use electronic devices as **Learning Tools**



Purpose: This informative session is designed to help Texas educators prepare for the ESL TExES #154

Objectives

➤ Content Objective:

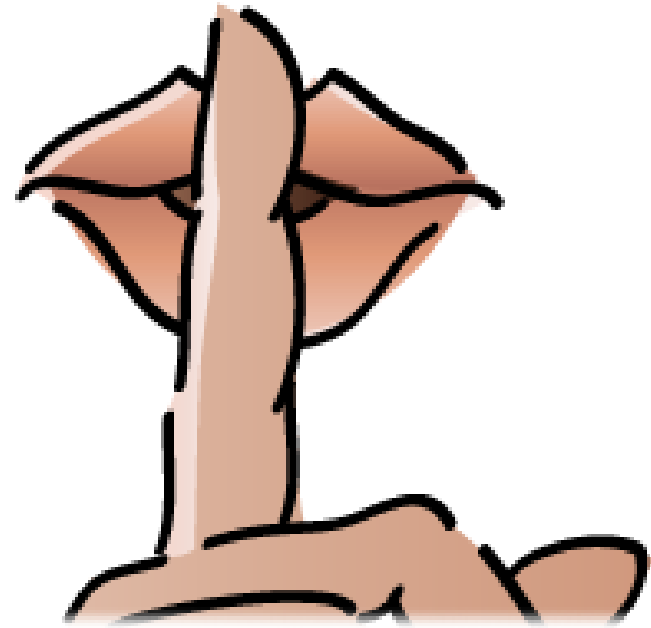
Today I will explore knowledge aligned to the **ESL TExES Domains, Competencies, and test design.**

➤ Language Objective:

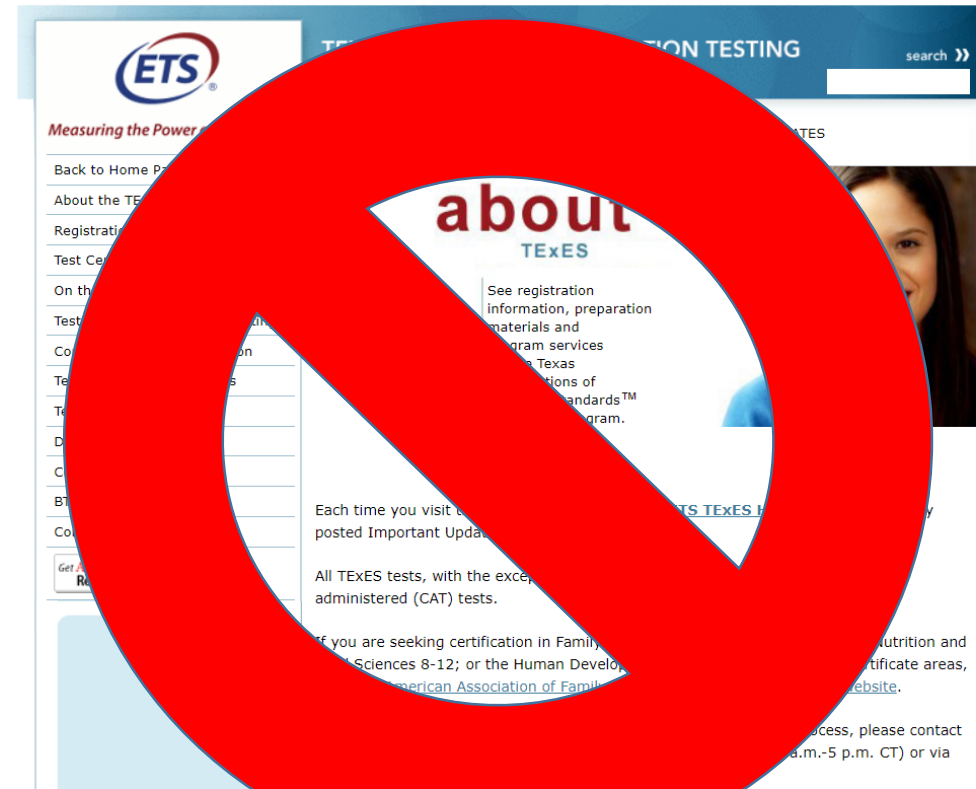
Today I will discuss new knowledge **regarding research based instructional practices for English Language Learners** aligned to the ESL TExES.



Quiet Signals




http://www.tx.nesinc.com/
http://bit.do/dretregister



Top 10 Languages of Identified English Learners in Texas

1. Spanish: 908,131 (89.4%)
2. Vietnamese: 16,181 (1.6%)
3. Arabic: 12,605 (1.2%)
4. Urdu: 5,222 (0.5%)
5. Mandarin: 4,972 (0.5%)
6. Burmese: 3,673 (0.4%)
7. Telugu (Telegu): 3,237 (0.3%)
8. Korean: 2,896 (0.3%)
9. French: 2,740 (0.3%)
10. Swahili: 2,624 (0.3%)



Over 130
languages
represented in
Texas schools

Test Taking Tips and Strategies

You have 5 hours to take the test!

- › Identify and know the key words included in the manual.
- Visualize the scenario.
- › Know the terminology, to answer correctly.
- › “Perfect educational context” (cooperative learning, differentiated instruction, etc.)
- › Do not consider your own experiences.
- › Think of the ELL with other language background as well (Vietnamese is 2nd largest group in TX).



Resources

ESL 154 Snapshot

Theorists	Theory
Cummins	Iceberg theory/CUP and SUP
Krashen	Comprehensible Input, Affective
Piaget	Schema, Assimilation, Constructivism
Vygotsky	ZPD Development
Chomsky	Language Acquisition Device
Skinner	Stimulus, Responses, Reward

Basic Concepts of Language Systems

Phoneme: The smallest unit of sound in a language.
Phonology: The study of the sound system of a language.
Morpheme: The smallest unit of meaning in a language (word or unit – prefix re in redo, s in cars).
Syntax: The order in which words occur in a sentence.
Semantics: The meaning attached to a linguistic unit.
Pragmatics: The proper use of a certain type of language for a given situation.
Lexicon: The vocabulary of an individual or topic.
Discourse: Interchange of language between speakers.

Basic Acronyms

ELL= English Language Learner
 L1= Native language
 L2= Second language
 M1= Monitored year one
 M2= Monitored year two
 LEP= Limited English Proficient
 EP = English Proficient
 ESL= English as a Second Language
 ESOL = English Speakers of Other Languages
 SI = Sheltered instruction

ESL Methods and Techniques

Audiolingual approach: Few minutes of repetition and practice to introduce language.
Total Physical Response (TPR): Approach for beginners using physical movement.
Total Response Signal (TRS): Tool to determine student understanding.
Natural Approach to ESL: Real-life communication.
Realia: Objects and material from everyday life as teaching aids.
Sheltered Instruction: Approach to teaching English language learners which integrates language and content instruction.
Cognates: Having the same linguistic derivation as another (i.e. science = ciencia).

Effective Learning Activities

Paired Reading: Two students read together same text.
Building Words: Develop phonemic awareness.
Minimal Pairs: pairs of words that differ in only one phonological element.
Reader's Theater: Combines reading practice and performance.
Read Aloud: Access the material and develops students' skills as active listeners.
Scaffolding: Providing appropriate assistance to achieve the task.
Cooperative Learning: Small teams, use a variety of learning activities to improve their understanding of a subject.

ESL Teaching Methods

Sheltered Instruction

Language Emergent Content

Cooperative groups

Visuals

Scaffolding

Language Experience Approach

TRS (Total Response Signals)

TPR (Total Physical Response)

Sheltered Instruction

Communicated

Comprehensible Input

Visuals, TPR, L1 Support

Sequenced

Supplementary Materials

Differentiated Instruction

Scaffolded

Sentence Frames

Procedural: Tiers

Home Language Survey

Language spoken at home and by student = English

Language spoken at home and by student = English and any other language

Language spoken at home and by student = other language (not English)

EP

19 TAC §89.2225

19 TAC §89.2230

TEST

Pre-K – 1st: Oral Language Proficiency Test (OLPT) (to be classified LEP, score indicates limited English proficiency)

2nd – 12th: CLPT = Norm-referenced standardized achievement test; to be classified LEP, norm-referenced below 40th percentile and OLPT = limited English.

Types of Assessments

Formative Assessment: assesses a student's performance during instruction and occurs regularly.
Summative Assessment: Measures student's achievement at the end of instruction.
Authentic Assessment: measuring knowledge in a significant and meaningful way.

Culture

Culturally responsive instruction: recognizes the importance of including students' cultural references in all aspects of learning.
Acculturation: process that stems from blending between cultures.
Cultural Assimilation: culture comes to resemble those of a dominant group.

Timeline:

- 1964 Civil Rights Act
- 1978 Lau v. Nichols
- 1974 EEOA
- 1981 Castañeda v. Pickard

Provided equal educational opportunities

Landmark case: Lack of supplemental language instruction in schools for ELL violated Civil Right Act.

It required states and schools to provide equal educational opportunities to minorities.

Criteria to ensure districts take actions to meet the needs of ELL students.

- Educational theory
- Resources
- Effectiveness

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78

#154 ESL TEXES

SESSION WITH DR. ET

[CLICK HERE FOR PREPARATION MANUAL](#)

[TEA CERTIFICATION PHONE NUMBER ~512-936-8400](#)

[CLICK HERE TO REGISTER FOR A TEST](#)

[CLICK HERE FOR 154 AT A GLANCE](#)

<http://bit.do/dretesltexes>

Dr. Edith Trevino

Bilingual Specialist for Region One Service Center in Edinburg, Texas. Transformational leader w/ EdTech & Bilingual Superpowers. Constantly #chasinggoals, and ALWAYS Grateful!

Get email updates from Dr. Edith:

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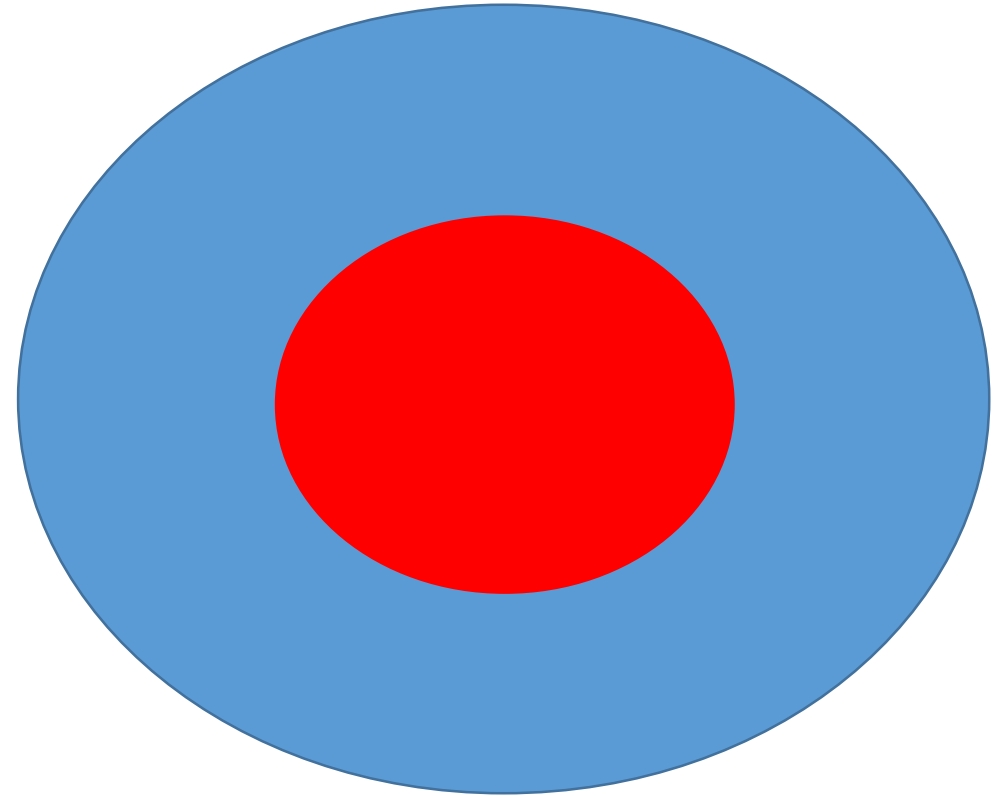
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Find the Fib

Write three facts and a fib to introduce yourself to a partner.



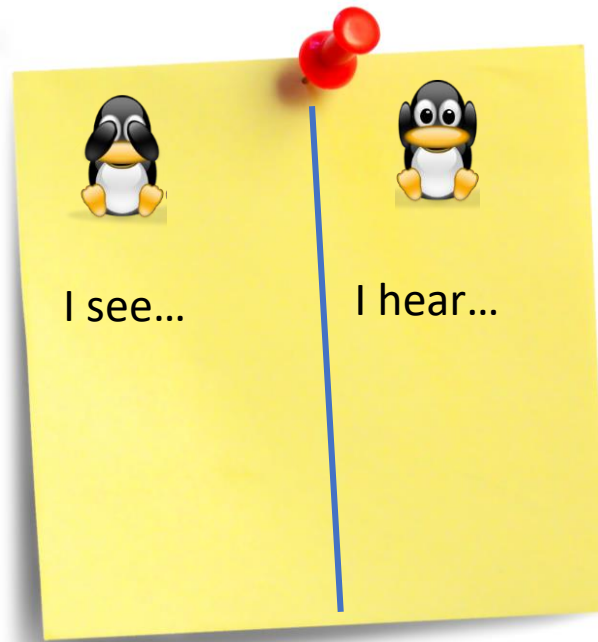
Introduce yourself

- 1. Student A interviews student B.
- Pairs switch role.
- Form a group of four.
- Student A introduce student B and vice versa.



What I See, What I hear

- What do you see, what do you hear in an effective ESL classroom?



Important Acronyms

- **LEP**= Limited English Proficient
- **ELL**= English Language Learner
- **L1**= native language
- **L2**= second language
- **ESL**= English as a second language
- **ESOL** = English speakers of other languages
- **SI** = Sheltered instruction
- **SIOP** = Sheltered Instruction Observation Protocol



About the Test

English as a Second Language Supplemental 154

**Language Concepts
and Acquisitions**

**ESL Instruction and
Assessment**

ESL Education



ESL TExES

The test contains:

- **80** multiple-choice questions in **5 Hours**
- **May** contain questions that do not count toward score
 - Single or clustered questions
- **Final scaled score** is based on scored questions



Question Formats

› Multiple-choice

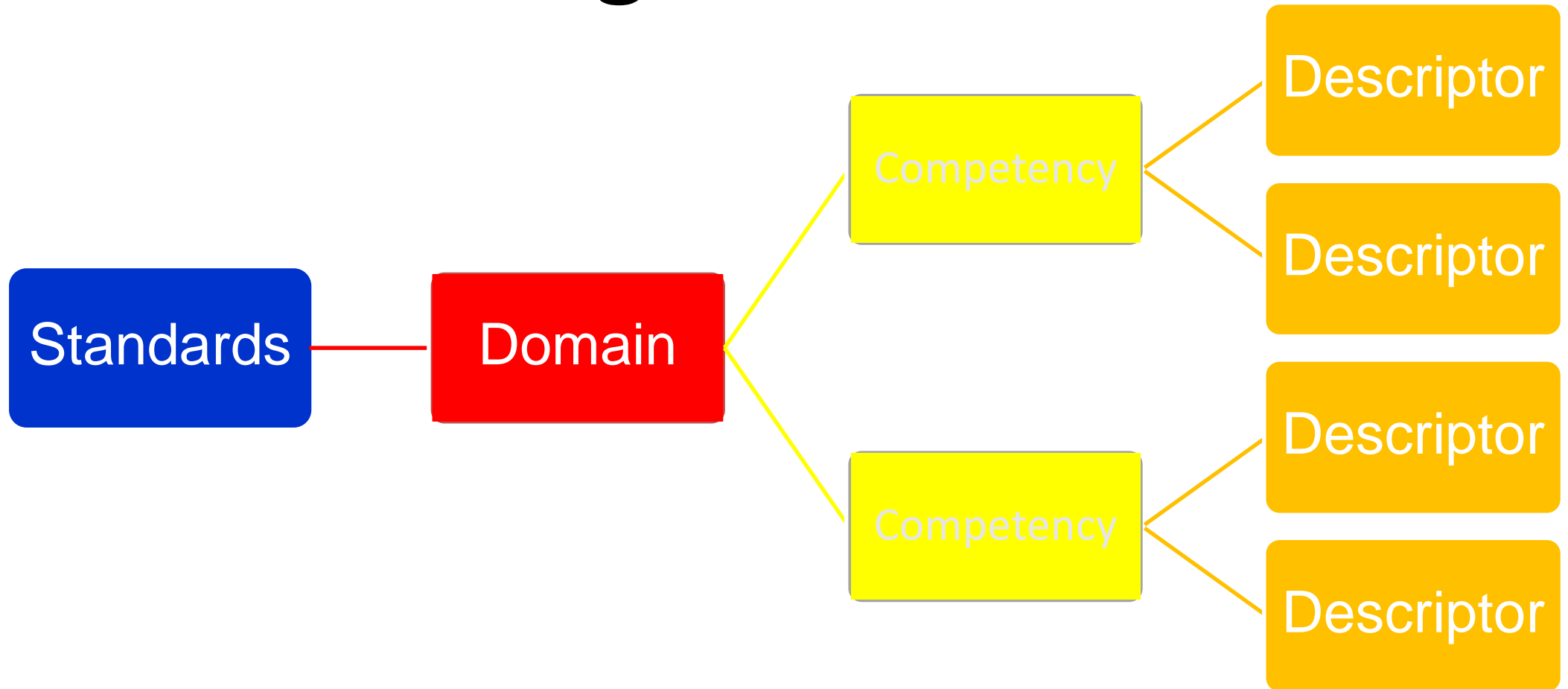
- › **Single:** direct questions or incomplete sentence.
- › **Clustered:** consists of stimulus and questions. Stimulus can be a reading passage, description of an experiment, graphic, table or any other information necessary to answer the questions.

› Unfamiliar question formats

- › May include audio or video stimulus
- › Interactive questions



ESL TExES Design



The Standards

Standard I: The ESL teacher understands **fundamental language concepts** and knows the **structure and conventions** of the English language.

Standard II: The ESL teacher has **knowledge of the foundations of ESL education** and **factors** that contribute to an effective **multicultural and multilingual learning environment**.



The Standards

Standard III: The ESL teacher understands the **processes of first- and second -language acquisition** and uses this knowledge **to promote** students' **language development in English.**

Standard IV: The ESL teacher **understands ESL teaching methods** and uses this knowledge **to plan and implement** effective, **developmentally** appropriate **ESL instruction.**

Standard V: The ESL teacher **has knowledge of factors** that **affect** ESL students' **academic content, language** and **culture.**



The Standards

Standard VI: The ESL teacher understands **formal and informal assessment procedures and instruments** (language proficiency and academic achievement) used in ESL programs **and uses assessment results to plan and adapt instruction.**

Standard VII: The ESL teacher knows how to serve and **advocate for ESL students and facilitate family and community involvement** in their education.



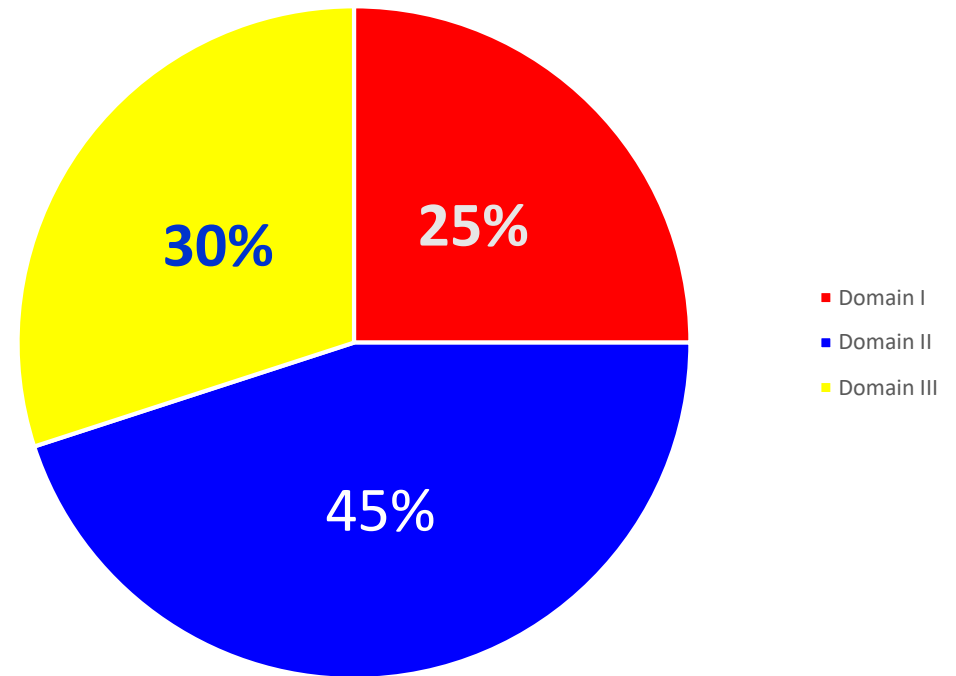
ESL TExES Framework

Domain I – Language Concepts and Language Acquisition

Domain II – ESL Instruction and Assessment

Domain III – Foundations of ESL Education, Cultural, Awareness and Family and Community Involvement

Composition of Test by Domain



Texas Examinations of Educator Standards 154. (n.d.). Retrieved from http://cms.texasets.org/files/9413/2949/1641/154_esl_supppdf



Domain I: Language Concepts and Language Acquisition



Basic Concepts of Language Systems

- **Phoneme:** The smallest unit of sound in a language.
- **Phonology:** The study of the sound system of a language.
- **Morpheme:** The smallest unit of meaning in a language (word or unit – prefix re in redo, s in cars)
- **Morphology:** The study of the smallest meaningful spoken units of language.
- **Syntax:** The order in which words occur in a sentence.
- **Semantics:** The meaning attached to a linguistic unit (word or phrase)
- **Pragmatics:** The proper use of a certain type of language for a given situation.
- **Lexicon:** The vocabulary of an individual or topic.
- **Discourse:** Interchange of language between speakers.



Phonology

- › Phonology is the system of relationships among speech sounds

In the classroom:

Plan activities to build phonological awareness through rhymes, blending, and segmenting.

Progress from easier to more difficult tasks by building on what students know.



Phonemes

Words	Number of Phonemes
cat	3
colonel	5

Teach the relationship between sounds and letters through phonics: Say the word out loud to focus on the sounds rather than looking at the printed letters. Example: Son - /C/ /a/ /n/. Counting phonemes is difficult for an EL because many of the sounds in English do not exist in Spanish.



Practice test question

- › If a student can not hear/learn initial sounds in some words because those sounds do not exist in his/native language, what do we need to teach him?



Morphology

- **Morphemes**- unit of a language that cannot be further divided.

Unkindness

↓ ↓ ↓
Prefix Root Suffix

In the classroom:

Focus on English morphemes that are useful to know because they occur most frequently.

Help students discover patterns through multisensory, multimodal experiences.



Chunking into manageable units

play

play + s

play + er + s

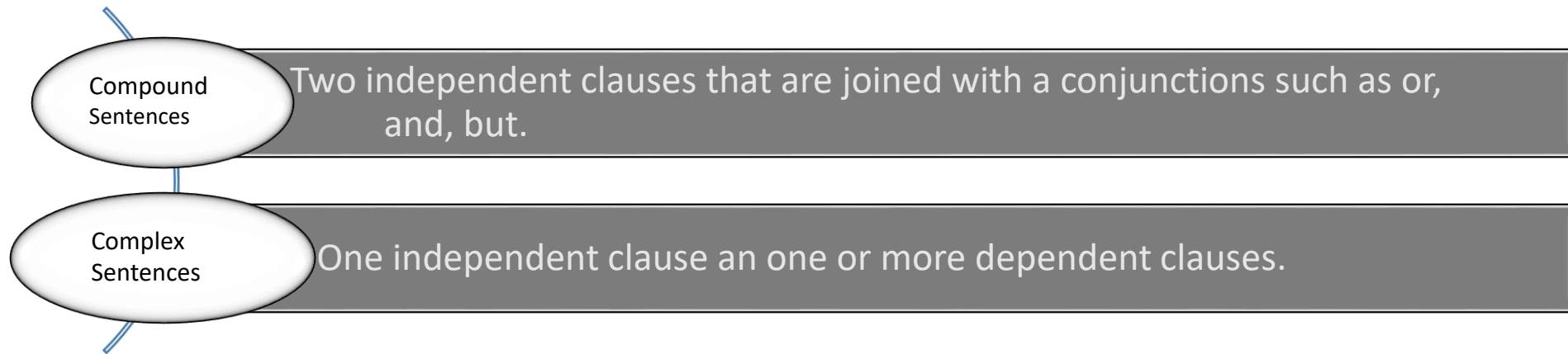
un + play + able

re + play + ed

play + ful + ly



Syntax



In the classroom:

- Discuss English syntax in the context of real reading and writing.
- Model how to break long sentences into chunks, interpret chunks, and then sum up the main idea.



Syntax

“We will go home after school.”

ELL: “After school to home we will go.”

“a big blue house”

ELL: a house big blue

ELL: a blue big house



Semantics

It is the study of is the study of linguistic meaning.

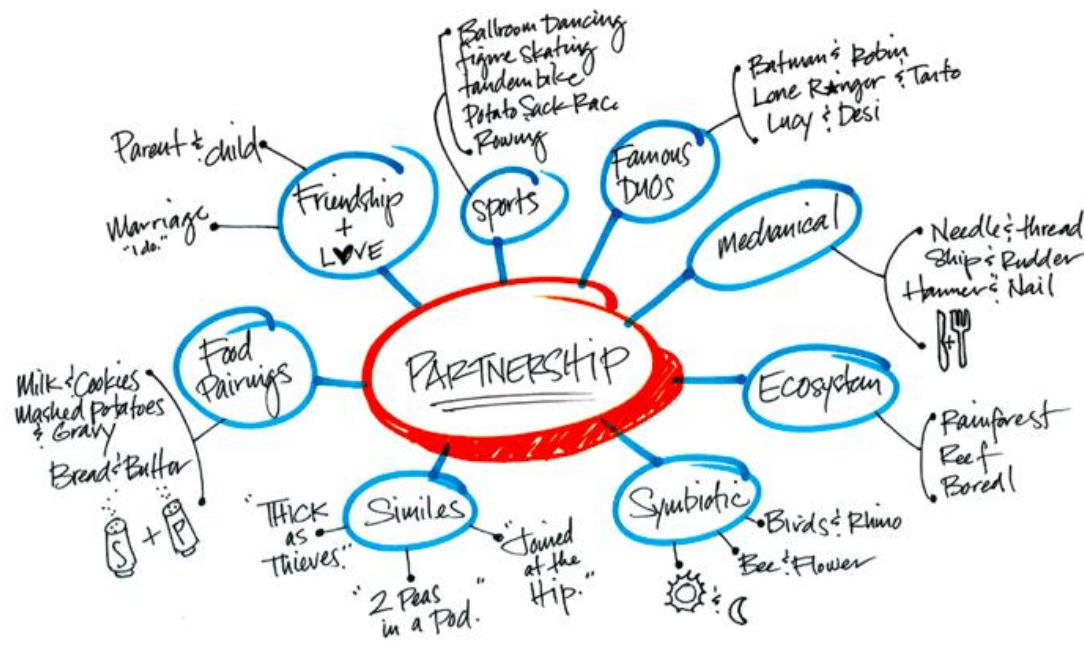
In the classroom:

Expose students to synonyms, antonyms, homonyms, an multiple meaning words.

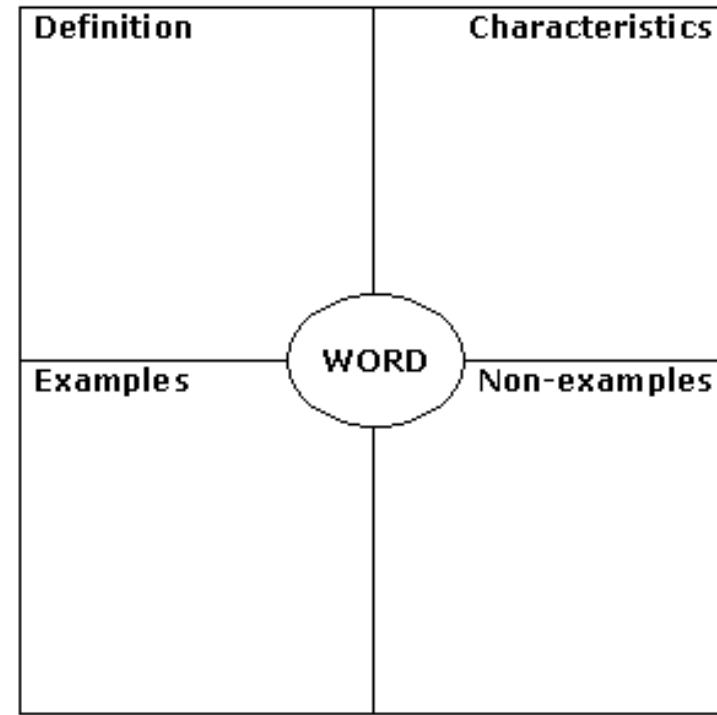
Utilize cognates as a scaffolding tool.



Semantic Word Map



Frayer Model



Cognates

Cognates are words from different languages that are spelled almost the same and share similar meanings.

Table 2.5 Comparison of Scientific Terms in Five European Languages

English	Italian	Spanish	French	German
chemistry	chimica	química	chimie	Chemie
biology	biologia	Biología	biologie	Biologie
physics	fisica	física	physique	Physik
geology	geologia	geología	géologie	Geologie
astronomy	astronomia	Astronomía	astronomie	Astronomie
meteorology	meteorologia	meteorología	météorologie	Meteologishe
photosynthesis	fotosintesi	fotosíntesis	photosynthèse	Photosynthese
metamorphosis	metamorfosi	metamorfosis	métamorphose	Metamorphose
cell	cellula	célula	cellule	Zelle
organism	organismo	organismo	organisme	Organismus
ecology	ecologia	ecología	écologie	Ökologie



Language Register

Language register is the level of formality with which you speak. Different situations and people call for different **registers**

Informal Register

- The water disappeared.
- He is psycho.
- You're in my bubble.

Formal Register

- The water evaporated.
- He had a nervous breakdown.
- My personal space is being violated.



Language Interference in Phonology

Language interferences bound with first language influence.

-ELs tend to add an **/e/** sound to the letter combinations **/esc/**, **/esp/**

Ex: Eschool vs. School

Interferences may exist by translation from mother tongue into another language

- False cognates

Ex. She choke with another car.





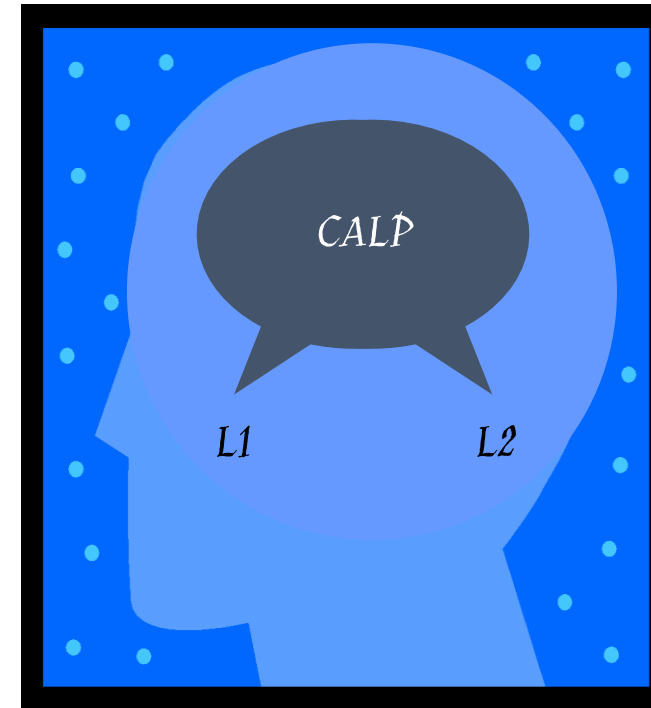
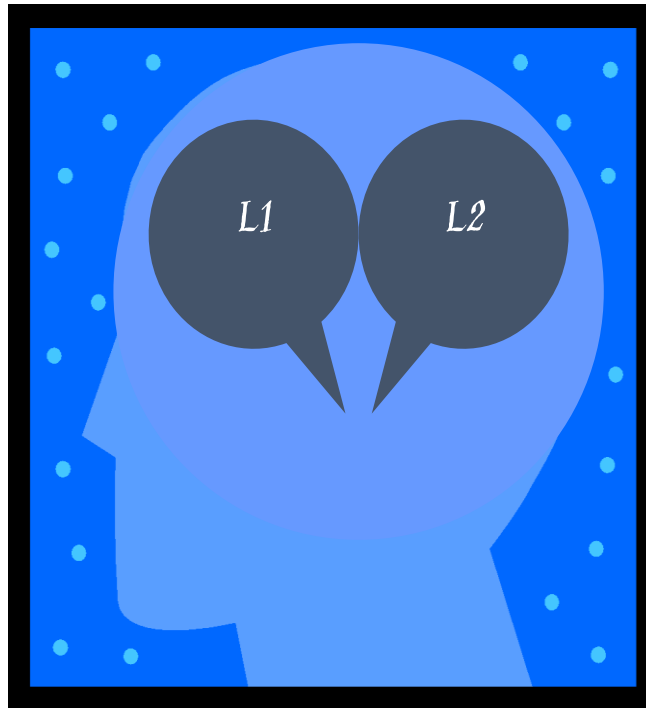
Interrelatedness of Listening, Speaking, Reading, and Writing

- Holistic approach to language arts instruction Reading + Writing + Listening + Speaking
- Use of culturally relevant materials.
- Research/connect familiar or related topics
- Cooperative grouping Paired and shared reading, read alouds, small group
- Pre-reading exercises, including vocabulary development
- “You have to read the world, before you can read the word” -Freire



Social Language vs. Academic Language

- Separate Underlying Proficiency (SUP)
- Common Underlying Proficiency (CUP)
- Cognitive Academic Language Proficiency



J. Cummins, 1981



The Iceberg Theory

J. Cummins, 1981

BICS

Basic Interpersonal
Communication Skills

1-3 years

CALP

Cognitive Academic Language Proficiency

5-7 years

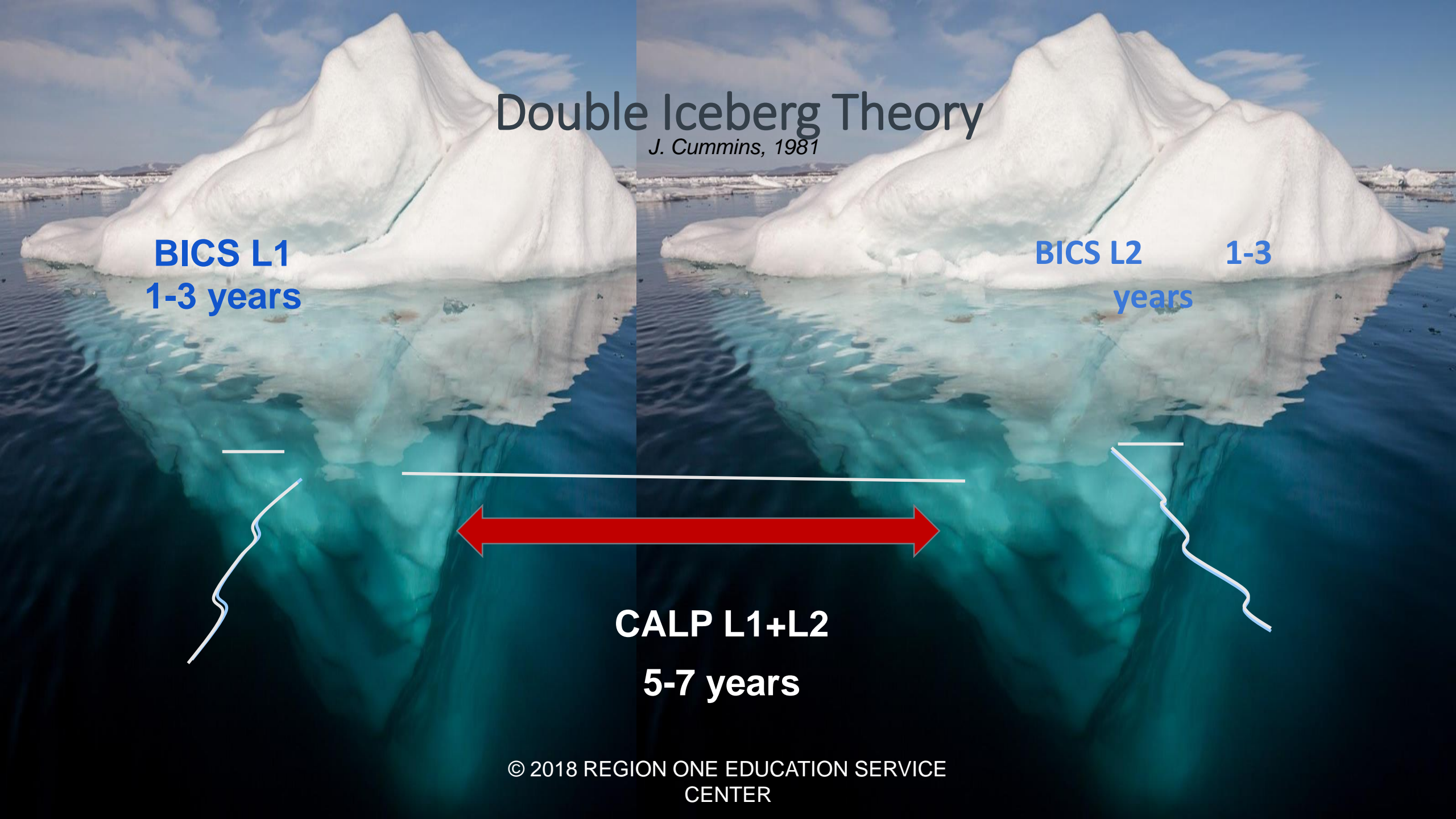
Double Iceberg Theory

J. Cummins, 1981

BICS L1
1-3 years

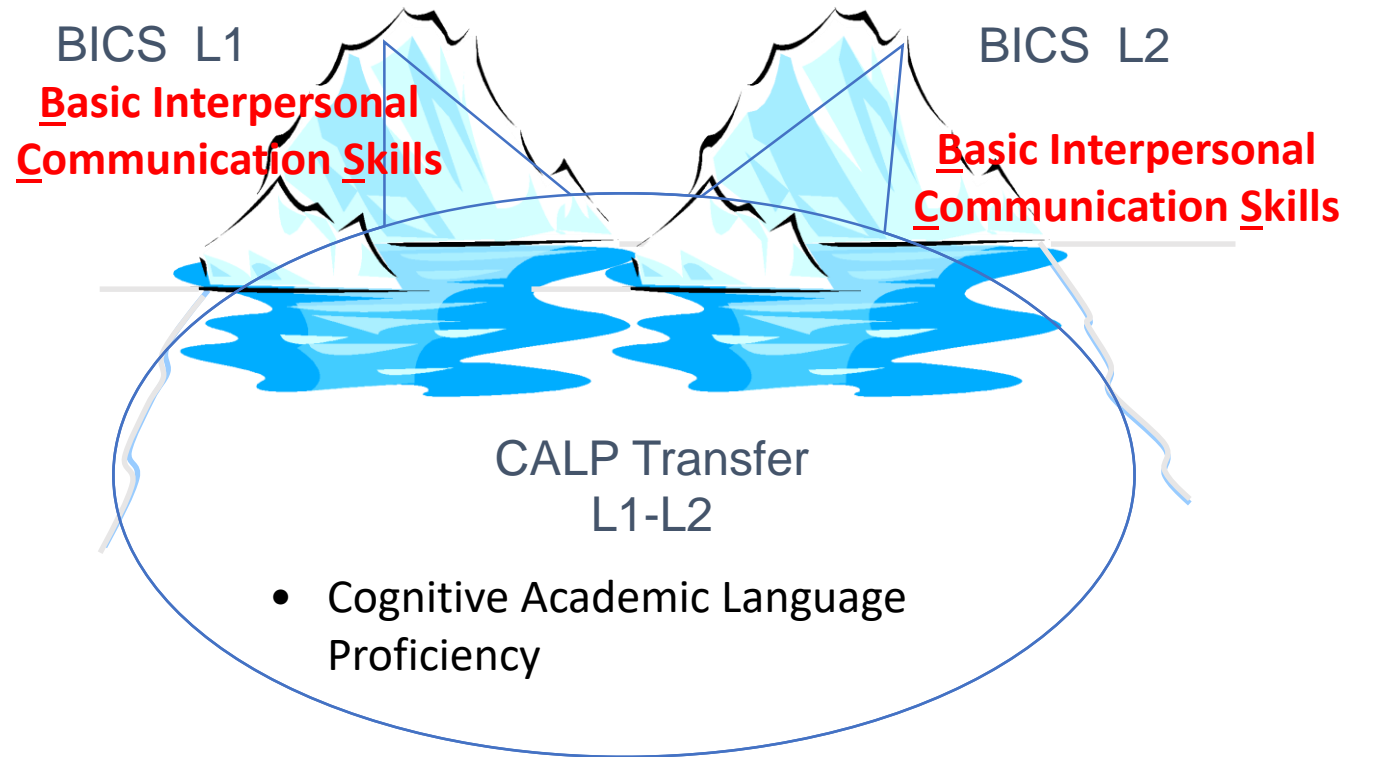
BICS L2 1-3
years

CALP L1+L2
5-7 years



In other words...

- Cognitive Academic Language Proficiency



J. Cummins, 1981

Cummins' Quadrants: The Dimensions of Language

Cognitively Undemanding Language

BICS Basic Interpersonal Communication Skills

Social conversation
(with gestures)
Storytelling with props

Social phone call
Note left on the refrigerator

Math lesson (with manipulatives)
Geography lesson with maps

Social studies lecture
Multiple choice test

CALP Cognitive Academic Language Proficiency

Cognitively Demanding Language

Context-embedded language

Context-reduced language



Krashen Input Hypothesis

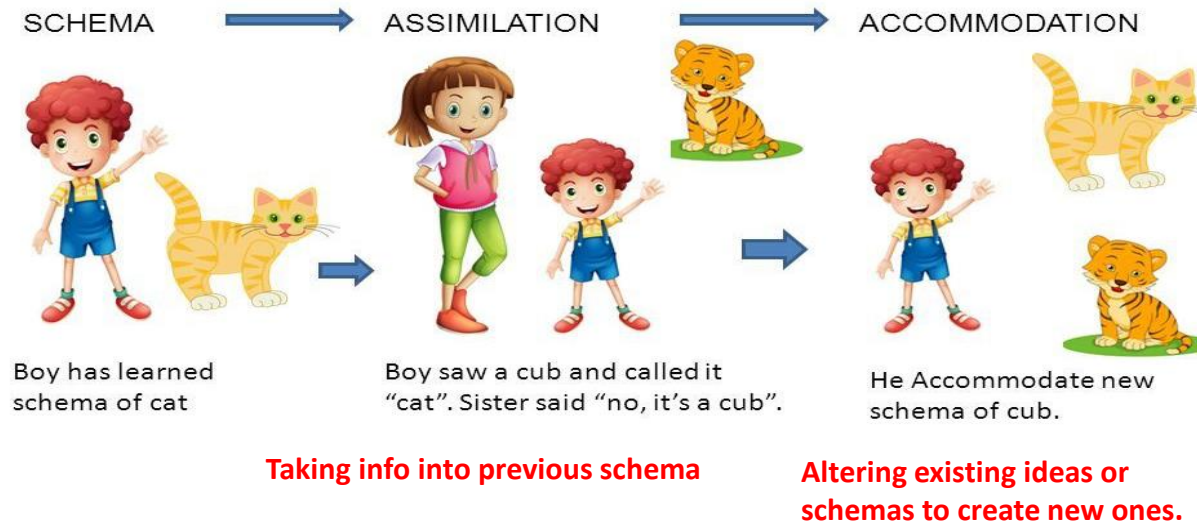
- Krashen hypothesized on the primary importance on the comprehensible input (CI) that language learners are exposed to.
- Understanding spoken and written language input is seen as the only mechanism that results in the increase of underlying linguistic competence.
- Learning is seen to be heavily dependent on the mood of the learner, with learning being impaired if the learner is under stress or does not want to learn the language, known as the affective filter.



Cognitivist Theory

Piaget

- › Piaget often spoke about the **relationship between cognitive development and language skills.**
- Piaget defined schemas as the basic building blocks of cognitive models to enable us to form a mental representation of the world. The student must be exposed primarily to input that can be handled without difficulty. The input must be at the student's actual level of development.



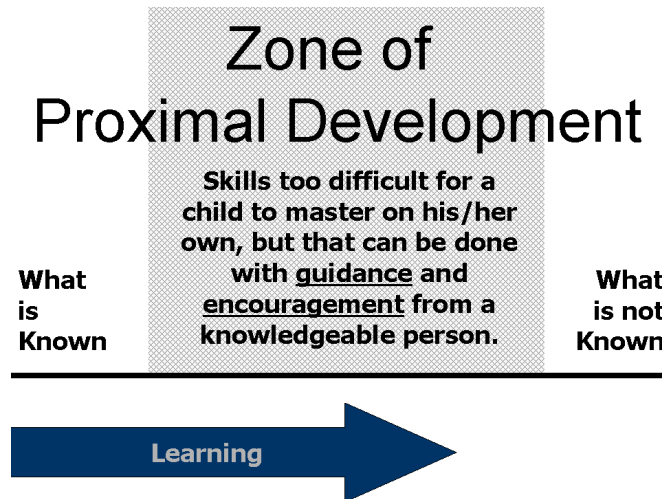
Source: Thompson, S. (2015). Jean Piaget's theory on child language development. Retrieved from <http://everydaylife.globalpost.com/jean-piagets-theorychild-language-development-9170.html>



Social Interactionist Theory

Lev Vygotsky's

- › Explains language development emphasizing:
 - The role of **social interactions** in the construction of knowledge.
 - He developed the concept Zone of Proximal Development to define the difference between what a learner can **do** without help and what he or she can **do** with help.



Nativist Theory

Noam Chomsky

- Language acquisition depends upon an innate biological brain mechanism called **Language Acquisition Device (LAD)**
- Assumes that **children are born with the ability to acquire a language**, and it is easy for them to make sense of the words because they were exposed to speech at birth.
- Developed the theory of **Universal Grammar**, which states that there are basic principles that are shared by all languages.



Skinner's Behaviorist Theory

- › It suggests that language is acquired through **external stimuli** (conditioning, association, imitation, and reinforcement), eliciting an internal response, that leads to external responses.



- › Learning a **second language depends on reinforcement** based on imitation of input from the environment that forms response by the learner, shaping a habit of repetition through rewards.



Language Acquisition Theories

Group Activity

Theorists	Theory
Jim Cummins	Iceberg theory/CUP and SUP
Stephen Krashen	Comprehensible Input, Affective Filter
Piaget	Schema, Assimilation, Accommodation
Lev Vygotsky	Zone of Proximal Development
Noam Chomsky	Language Acquisition Device
Skinner	Stimulus, Responses, Reward



Conga Line!!



How do the theories apply to the following illustration?



How do the theories apply to the following illustration?



How do the theories apply to the following illustration?



How do the theories apply to the following illustration?



Cognitive Processes

- **Memorization:** Vocabulary and structural patterns have to be acquired by memory (3x more than a native speaker).
- **Categorization:** Students must develop an organizational pattern for the new language (use of cognates).
- **Generalization:** Students have to be able to apply a concept to a new language context (if car/cars, then dog/dogs).
- **Metacognition:** Students think about their own thinking and learning activities.



Domain II

ESL Instruction and Assessment



ESL Methods and Techniques

- **Audiolingual approach:** Few minutes of repetition and practice to introduce language
- **Total Physical Response (TPR):** Approach for beginners using physical movement
- **Total Response Signal:** tool to determine student understanding.
- **Natural Approach to ESL:** Real-life communication (music, drama, visuals, realia)
- **Sheltered Instruction**

Vocabulary development prior to instruction

Visuals, posters, films, maps, videos, background knowledge

Cooperative learning

Study skills: Organizers, SQ3R, Thinking Maps



The ESL teacher knows the TEKS and the ELPS and knows how to design language and content objectives appropriately aligned to the cross-curricular student expectation standards.

Pair reading, graphic organizers to facilitate understanding of structure of text and grammar,



What are ELPS?

ELPS are federally required instructional standards designed to ensure that EL acquire English proficiency.

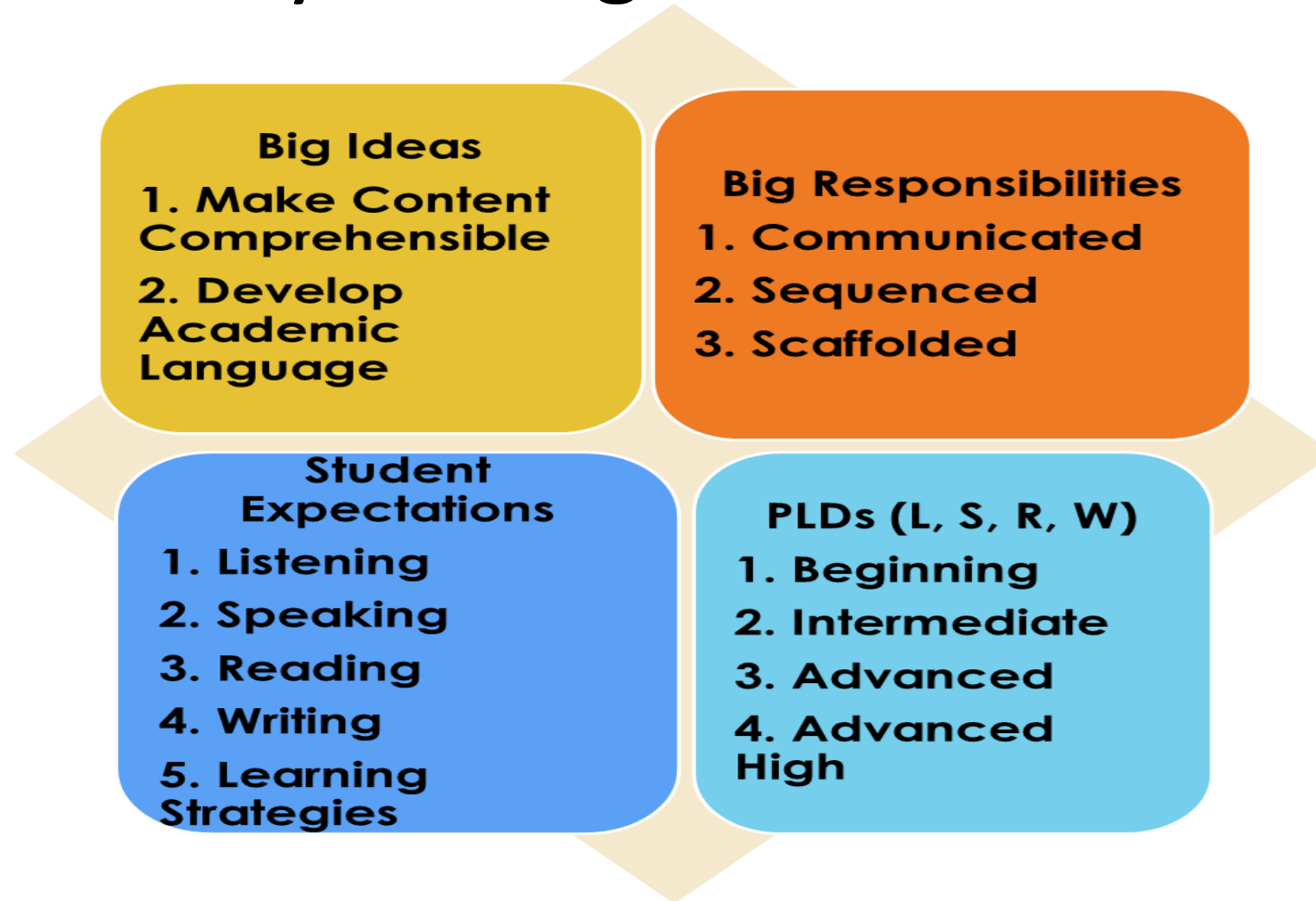
19 Texas Administrative Code

Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum 74.4 English Language Proficiency Standards (**ELPS**)

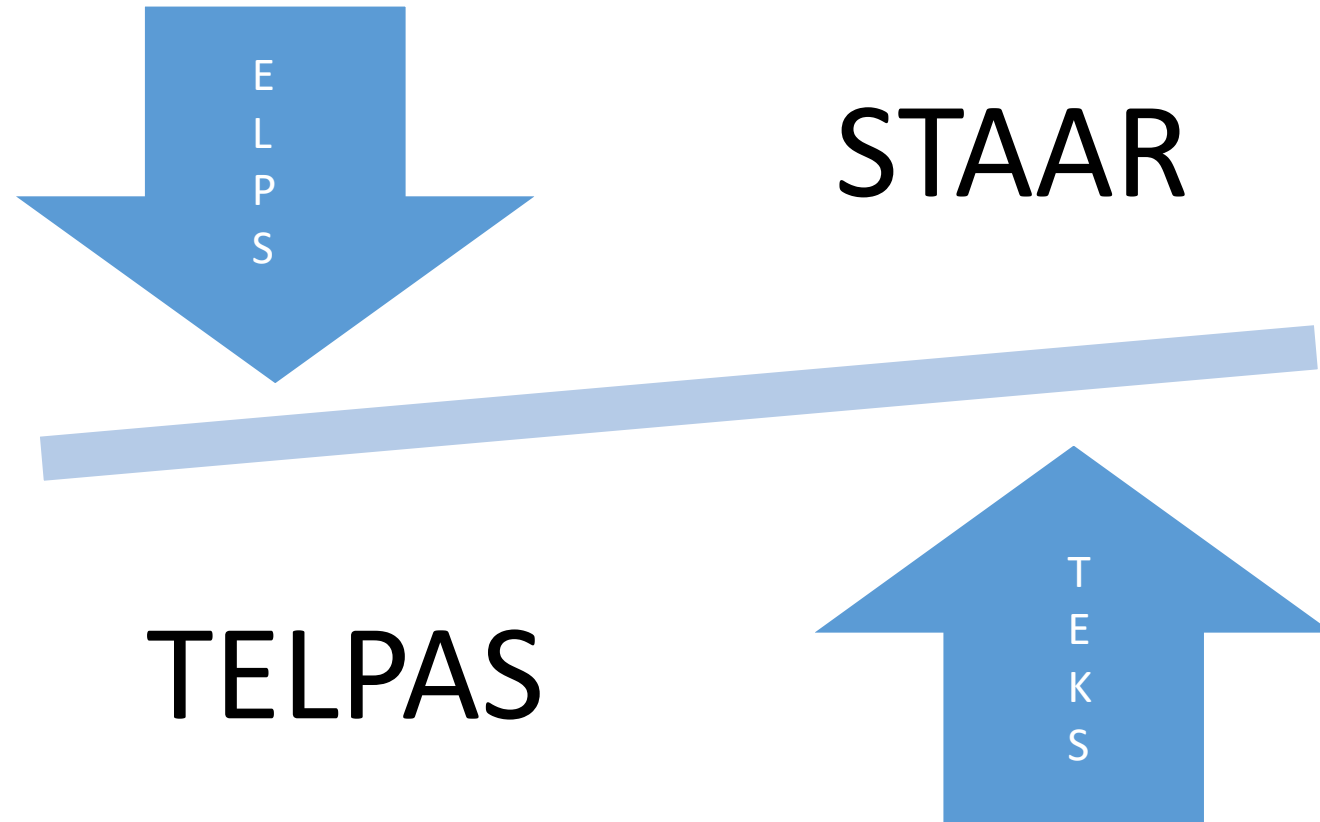
Adopted December 2007



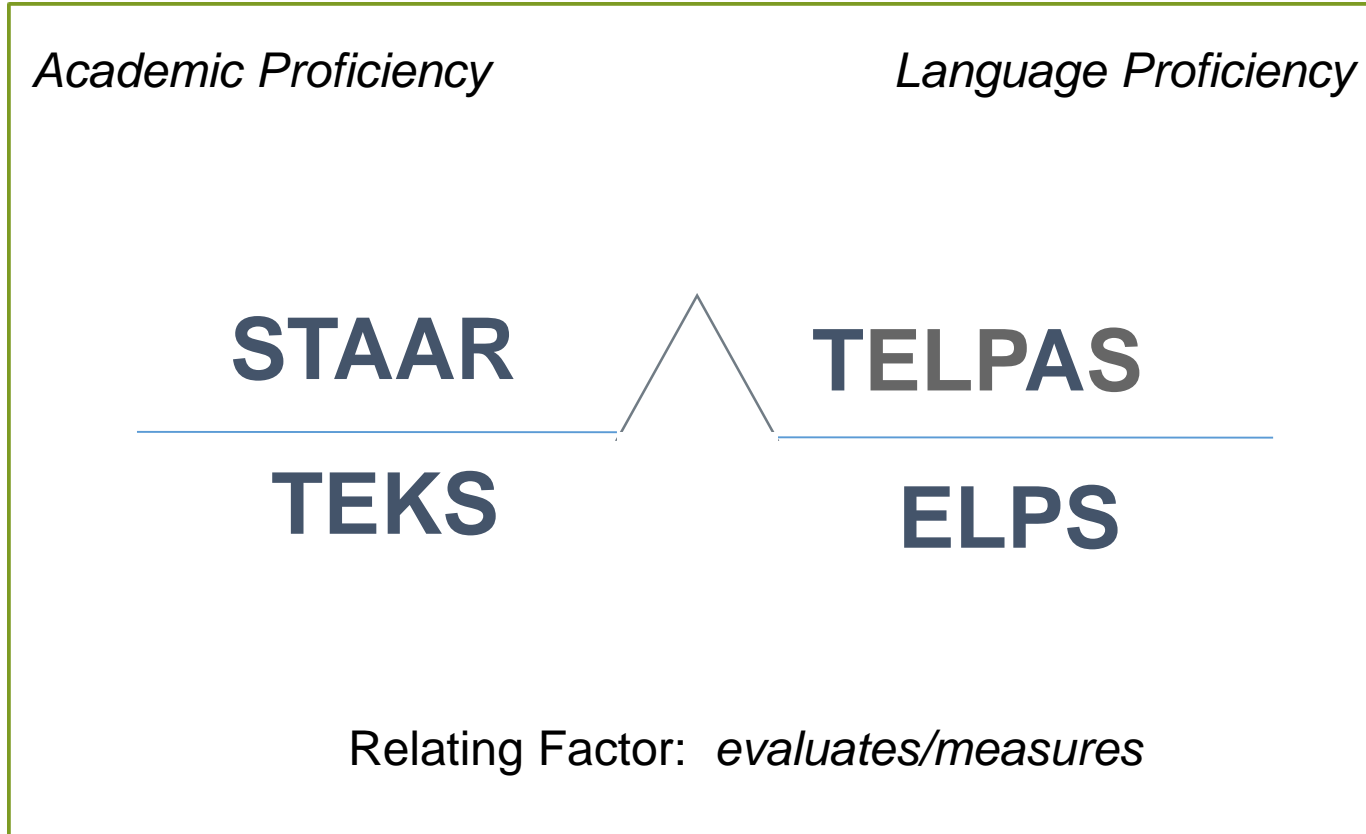
ELPS: How they are organized.....



Developing Visual Literacy

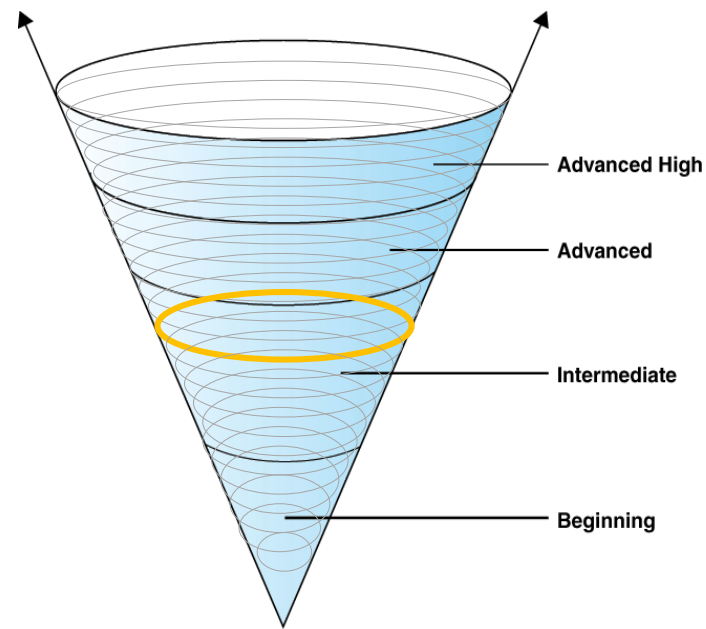


TEKS vs. ELPS *continued....*



ELPS-TELPAS Proficiency Level Descriptors

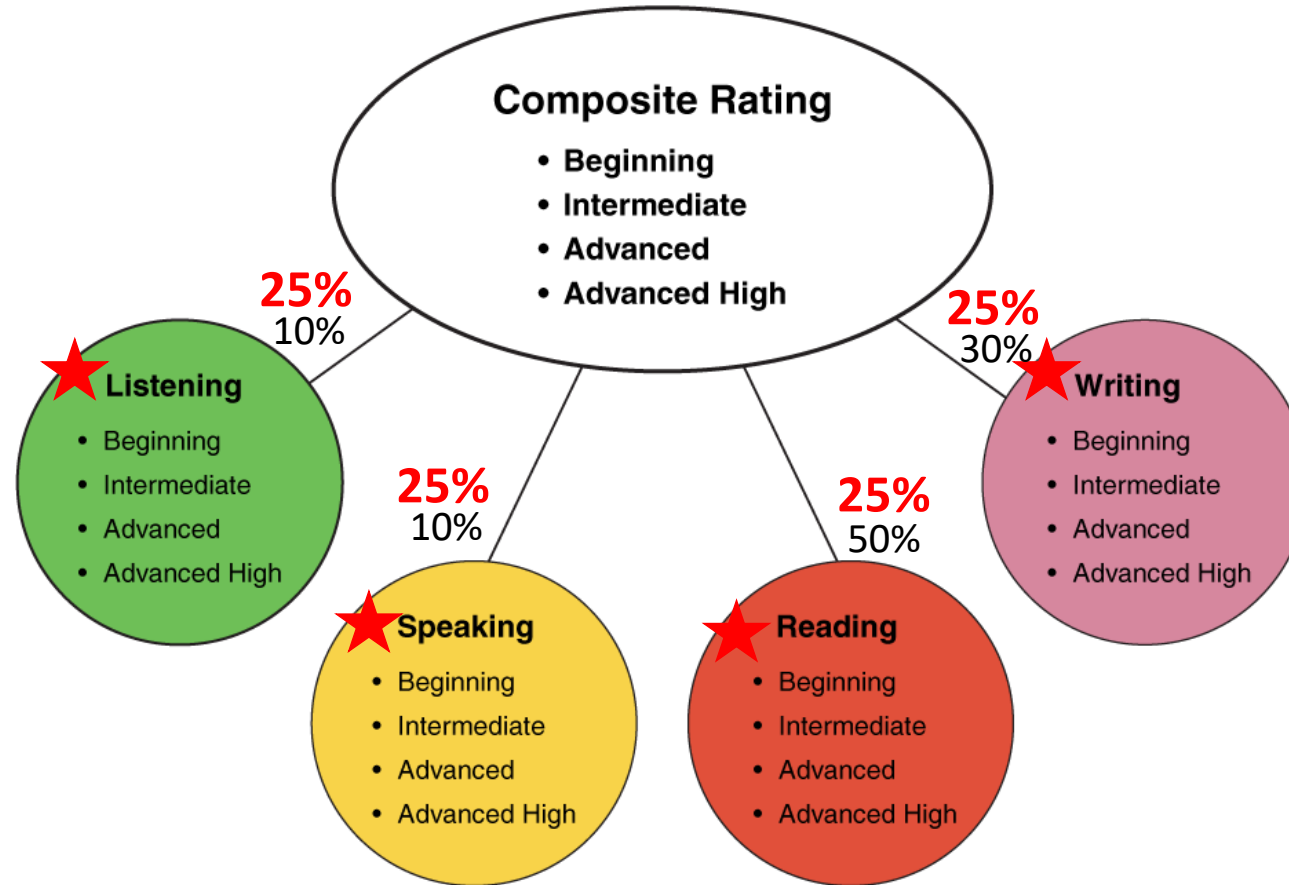
- The PLD's describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction.



Global Definitions of the Proficiency Levels	Key Features
<p>Beginning Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.</p>	<p>Beginning Little or no English ability</p>
<p>Intermediate Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.</p>	<p>Intermediate Limited ability, simple language structures, high-frequency vocabulary, routine contexts</p>
<p>Advanced Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.</p>	<p>Advanced Ability to engage in grade-appropriate academic instruction with second language acquisition support</p>
<p>Advanced High Advanced high students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.</p>	<p>Advanced High Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support</p>



TELPAS



Differentiated Supports

Beginner	Advanced High
Provide sentence starters to complete sentences.	Create their own original sentences by utilizing proper syntax and grammar.

Same
Both receive instruction on grade level.



*What ELLs are able to do based on language proficiency level

ELPS Proficiency Level Descriptors *2nd-12th

Level	Listening (d1) These students	Speaking (d2) These students	Reading (d4)*2nd-12th These students	Writing (d6)*2nd-12th These students
Beginning (A)	<ul style="list-style-type: none"> • Have little or no ability to <ol style="list-style-type: none"> Understand simple conversations Identify words and phrases that have not been intentionally modified for ELLs May not seek clarification in English 	<ul style="list-style-type: none"> • Have little or no ability to speak English <ol style="list-style-type: none"> Use single words/phrases; may be hesitant to speak Use limited communication skills Lack knowledge of English grammar Exhibit second language errors that hinder communication Pronunciation inhibits communication 	<ul style="list-style-type: none"> • Have little or no ability to <ol style="list-style-type: none"> Understand limited vocabulary Read slowly, word by word understanding of limited language structures Comprehend familiar words and phrases in context Highly depend on visuals and prior knowledge Use reading comprehension skills 	<ul style="list-style-type: none"> • Have little to no ability to use English to <ol style="list-style-type: none"> Write grade-appropriate content area assignments Develop focused, coherent, organized writing Write lists, labels, copy simple and practiced sentences; and First language errors prevent understanding
Intermediate (B)	<ul style="list-style-type: none"> • Have the ability to <ol style="list-style-type: none"> Usually understand simple conversations Often identify words and phrases to understand general meanings Have the ability to seek clarification in English 	<ul style="list-style-type: none"> • Have the ability to speak simple English <ol style="list-style-type: none"> Use simple sentences and hesitate frequently to think Rarely have vocabulary to do this in detail Use simple sentences and present tense Exhibit second language errors that hinder communication Pronunciation is usually understood 	<ul style="list-style-type: none"> • Have the ability to read and understand simple English <ol style="list-style-type: none"> Routine words, literal meaning, abstract vocabulary Short phrases read slowly Routine and basic language Sentences with support Struggle to read independently Apply basic and higher order comprehension skills if text is linguistically simplified 	<ul style="list-style-type: none"> • Have limited ability to <ol style="list-style-type: none"> Write content area assignments Develop grade appropriate writing Exhibit grade appropriate writing elements: simple sentences, present tense, simple and past tenses, repetition and writing that is hard to understand
Advanced (C)	<ul style="list-style-type: none"> • Have the ability to understand <ol style="list-style-type: none"> Usually more elaborate conversations Occasionally need processing time to understand Occasionally require/request the speaker to repeat 	<ul style="list-style-type: none"> • Have the ability to speak in English <ol style="list-style-type: none"> Participate in most conversations with support Can usually speak in detail Have a grasp of basic grammar Make errors that interfere somewhat with communication Mispronounce words but these are understood 	<ul style="list-style-type: none"> • Have the ability to read and understand with support <ol style="list-style-type: none"> Most grade appropriate main points Simple sentences with appropriate rate and speed Develop basic comprehension skills Apply basic skills 	<ul style="list-style-type: none"> • Have the ability to write with second language support <ol style="list-style-type: none"> Use grade appropriate writing Know enough English to write on grade level Exhibit writing features including: grasp of basic verbs, grammar features and first language errors
Advanced High (D)	<ul style="list-style-type: none"> • Have the ability to understand <ol style="list-style-type: none"> Understand longer, elaborated conversations Main points at a level comparable to native speakers Rarely require/request the speaker to repeat 	<ul style="list-style-type: none"> • Have the ability to speak with minimal support <ol style="list-style-type: none"> Participate in extended discussions Use abstract, content based vocabulary Use grammar structures and complex sentences Communicate with few errors Mispronounce words, but communicates effectively 	<ul style="list-style-type: none"> • Have the ability to read on grade level with minimal support <ol style="list-style-type: none"> Struggle to understand specialized vocabulary Use appropriate rate, speed, intonation, expression Comprehend text Apply basic and higher order skills 	<ul style="list-style-type: none"> • Write with minimal support <ol style="list-style-type: none"> Use ideas meaningfully in writing Know enough English to develop elements of writing Exhibit writing features typical at this level, including difficulty with phrasing and minor errors



Silent birthday lineup



ESL Teaching Methods

**Sheltered
Instruction**

**Language
through Content**

**Cooperative
groups**

Visuals

Scaffolding

**TPR (total
physical
response)**

**TRS
(total response
signals)**

**Language
Experience
Approach (LEA)**



Learning Styles and Strategies

- **Active learners:** Understand information best by doing something active with it.
- **Reflective learners:** Think about it quietly first.
- **Sensing learners:** Like learning facts.
- **Intuitive learners:** Like discovering possibilities/relationships.
- **Visual learners:** Remember best when they see pictures, diagrams, flow charts, time lines, etc.
- **Verbal learners:** Get more out of words, written and spoken explanations.
- **Sequential learners:** Gain understanding in linear steps.
- **Global learners:** Learn in large jumps, absorbing material without seeing connections, and then suddenly “getting it”.



Scaffolding Language

***Scaffolding
Language to
Promote Reading
Comprehension for
ELLs***

Optimal Oral
Language
Development



Student's
Current Oral
Language
Development



Provide
feedback

Promote questions
and conversation

Request clarification

Recast and expand ideas

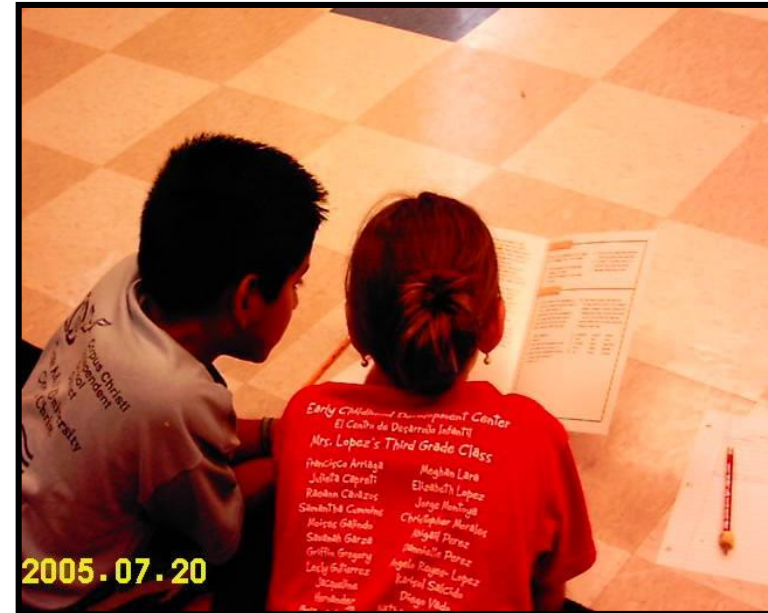
Use questions and prompts

Model extended language



Paired Reading

- › Two read together from the text.
- › Students monitor reading.



Building Words

Develop student's phonemic awareness, letter sound associations, common English phonograms, phonetically irregular words, high frequency words:

- › beginning sounds.
- › Ending sounds.
- › Medial vowel sounds.
- › Beginning blends.
- › Vowel diagraphs
 - ex: **toad**, **fleet**.



Sight Word Activity


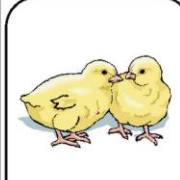

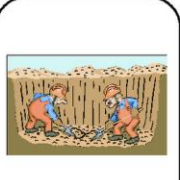






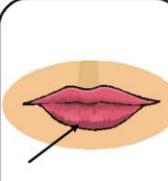
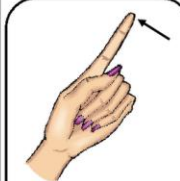



- Use hands on to introduce and or reinforce concepts.
- Pre-teach vocabulary and teach them to use words in sentences.
- Incorporate writing.



Minimal Pairs

- Utilize pairs of words to target phonology awareness.

One-Syllable Initial /l/ Minimal Pairs

 leap	 peep	 beep	 deep	 sheep
 lead	 bed	 head	 fed	 shed
 lip	 tip	 dip	 hip	 sip

One-Syllable Initial /l/ - Minimal Pairs Page 1 Created by Dala M.A. CCC-SLP ©2012 www.testyetttrying.blogspot.com Images ©2012 Jupiterimages Corporation

Cognates

Descended from the same language or form

Spanish – English Cognates: Complete the Pattern

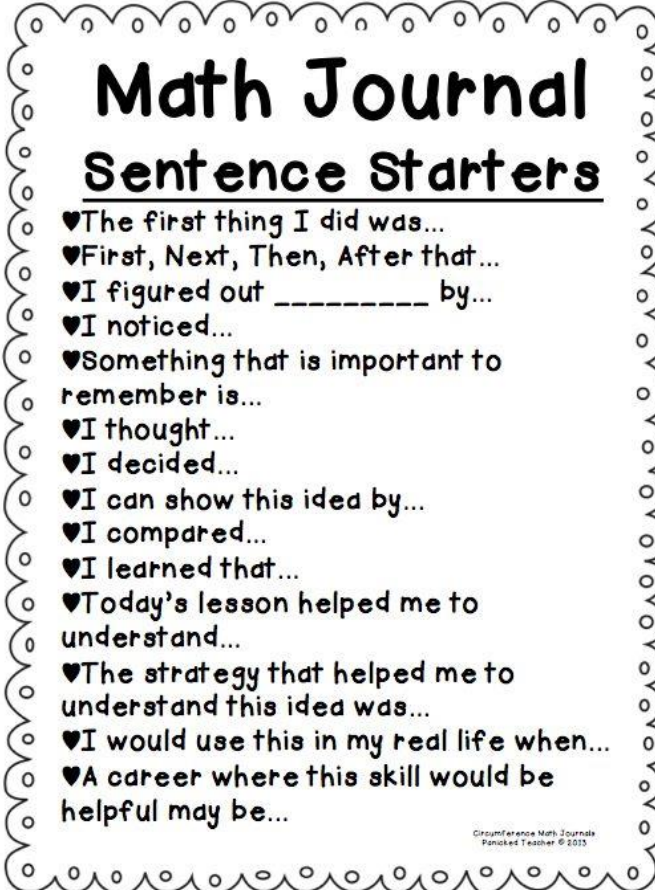
(Note: vb.= verb; adj.= adjective)

SPANISH ADJ.	SPAN. ADVERB	ENGLISH ADJ.	ENG. ADVERB
posible	posiblemente	possible	possibly
probable	?	probable	?
inmediato	?	?	immediately
evidente	evidentemente	evident	?
SPAN. VB. & ADJ.	SPAN. NOUN	ENG. VB. & ADJ	ENG. NOUN
educar/educado	educación	educate/educated	education
preparar/?	?	prepare/?	preparation
organizar/?	organización	?/organized	?
evaluar/?	evaluación	evaluate/?	evaluation
ilustrar/ilustrado	?	?/illustrated	illustration
coordinar/?	coordinación	coordinate/?	coordination
manipular/?	manipulación	manipulate/?	?



Sentence Starter

Providing a structure to support language development in writing.



Math Journal
Sentence Starters

- ♥The first thing I did was...
- ♥First, Next, Then, After that...
- ♥I figured out _____ by...
- ♥I noticed...
- ♥Something that is important to remember is...
- ♥I thought...
- ♥I decided...
- ♥I can show this idea by...
- ♥I compared...
- ♥I learned that...
- ♥Today's lesson helped me to understand...
- ♥The strategy that helped me to understand this idea was...
- ♥I would use this in my real life when...
- ♥A career where this skill would be helpful may be...

Circumference Math Journals
Panicked Teacher © 2013

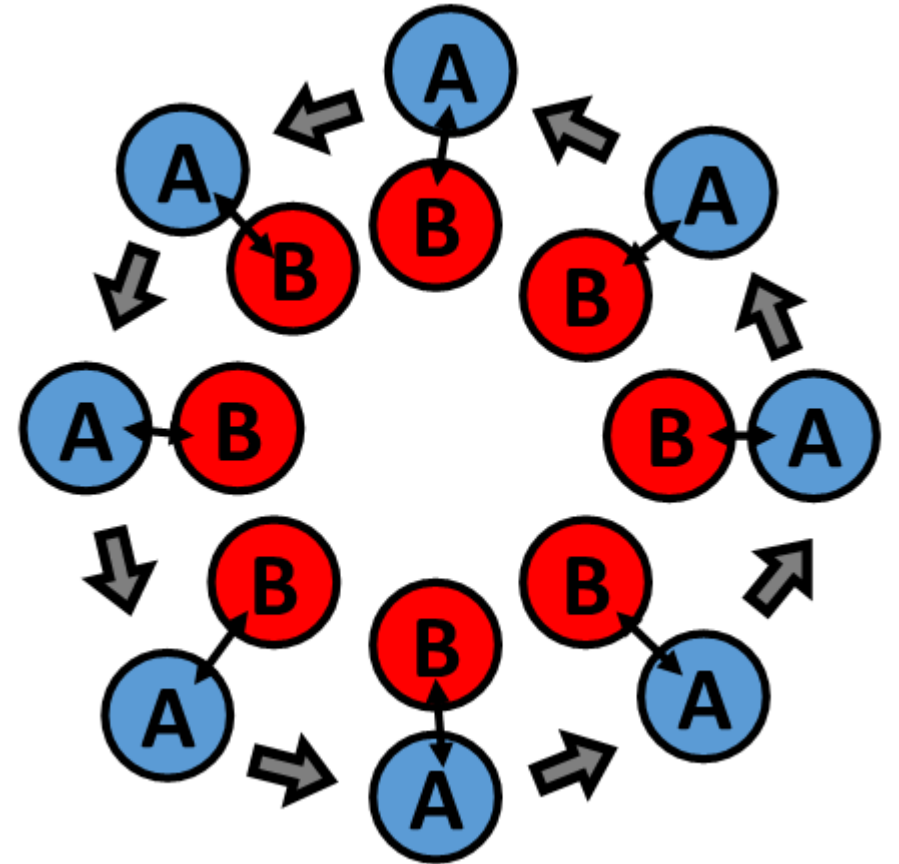


Jigsaw

A puzzle consisting of a picture printed on cardboard or wood and cut into various pieces of different shapes that have to be fitted together.



Inside Outside Circle



Rhyming Word Activity

1. Use word families.
2. Hands on games.
3. Using words in context.
4. Write words with a rhyming pattern.



Word Wall

- › Opportunities to use in writing.
- › Chants for interactive learning.
- › Instant recognition in context.



Reader's Theater

- It is a transferable skill that helps students acquire fluency.
- Select script or create one.
- Assign parts of the texts to each group.
- Highlight the part of each student .
- Provide lots of practice time for groups.
- Encourage students to read fluently and expressively with good phrasing.
- Help students define and pronounce any words.
- Perform.



Read Aloud

- › Select a fiction or nonfiction text that relates to a to content specific concept.
- › Through read-alouds students will learn vocabulary ten times faster than those receiving intensive word-list instruction.



Pre-teach Vocabulary KWL

- › Used before, during, and after reading strategy.
- › Used to see what students know about a topic.
- › It can determine the amount of scaffolding needed.

What I Know	What I Want To Know	What I Learned
--------------------	----------------------------	-----------------------



Why Were these Good Strategies for ELL's?

- › *Linguistic Support*
- › *Content comprehensible*
- › *Activate and validate students' backgrounds*
- › *Involve context embedded learning of new concepts*
- › *Academic conversations*
- › *Allow meaning to be explored and negotiated*
- › *Can be done orally and with pictures*

Adapted from: Building Connections in the Content Areas through Sheltered Instruction



Sheltered Instruction

- A means for **making grade-level academic content** (e.g. science, social studies, math) **more accessible** for English language learners **while** at the same time **promoting their English language development.**



Sheltered Instruction

**Student
Friendly
What and How**

**Academic
Language
Opportunities**

**Background
Knowledge**

**Checking for
Understanding**

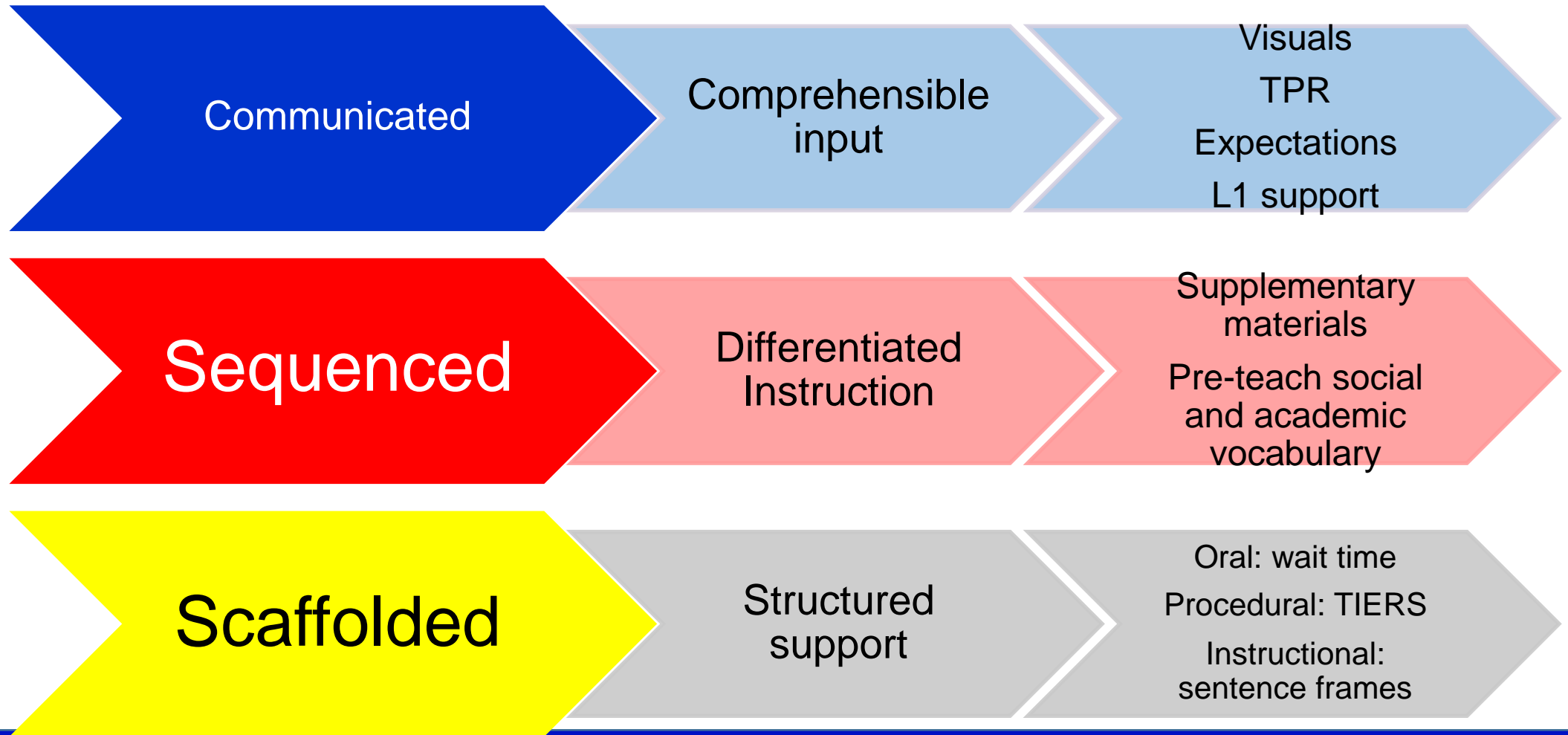
**Meaningful
Activities**

**Comprehensible
Input**

Scaffolding



Sheltered Instruction



Criterion vs. Norm-referenced Tests

- › Most state achievement tests are criterion-referenced. In other words, a predetermined level of acceptable performance is developed and students pass or fail in achieving or not achieving this level.
- › Tests that set goals for students based on the average student's performance are **norm-referenced** tests.

§89.1225. Testing and
Classification of Students. p. 10,
11 of document
TEA List of approve tests



Summative vs Formative Assessments

Summative

- STAAR
- TExES
- ITBS
- TELPAS
- LAS Links

TEA List of
Approved Tests
(2017-2018)

Formative

- Checking for understanding
- Quick writes
- Verbal questioning
- Learning games
- Cooperative learning activities



Authentic Assessments

- Developed within the context of the classroom
- Provides direct measure of student's ability
- Shows how student learns, the strategies used
- Reveals higher-order thinking skills: synthesis, inference, etc.
- Informal – ongoing, performance and content based
- Authentic – contextualized or “real world” tasks



Authentic Assessments

- Oral interview – teacher asks student questions and makes note of responses
- Story or text retelling
- Writing samples
- Projects/Demonstration – individual or group
- Constructed response items – written response to open-ended questions
- Teacher observation of student attention, response to instructional activity, interaction with other students
- Portfolios – collection of student work to show progress over time



3, 2, 1

Three new facts I learned...		
1.	2.	3.
Two ah-ha's that popped into my mind		
1.	2.	
One big question that I still have:		
1.		



Domain III: Foundations of ESL Education, Cultural Awareness and Family and Community Involvement



Language Proficiency Assessment Committee (LPAC) Responsibilities

Identification of ELLs

Assessment and Documentation Review

Placement

Recommend Instructional Methodology/Interventions

Determine assessment and linguistic accommodations

Parent Approval

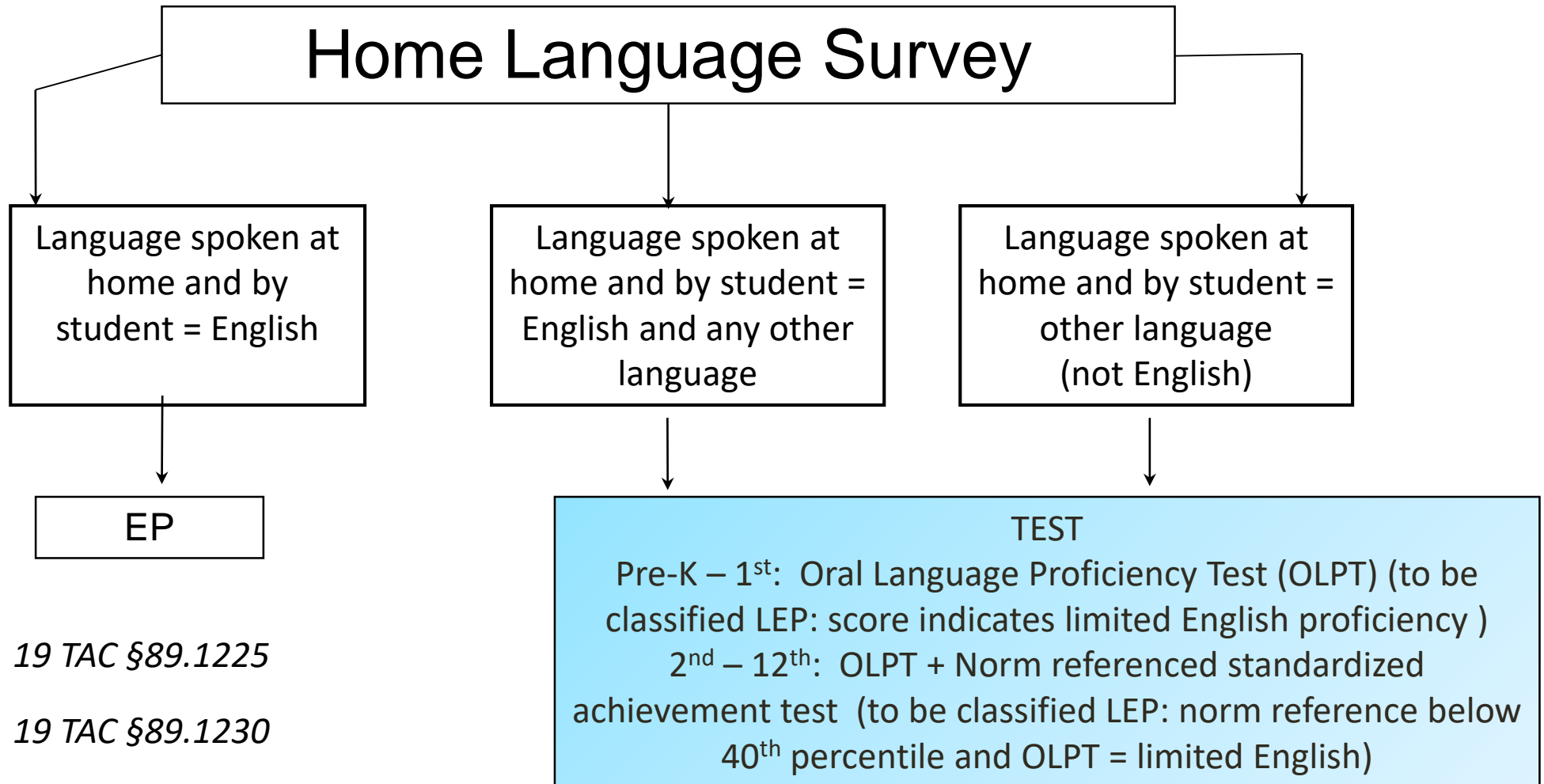
Annual Review of Progress

Exiting/Reclassification

Monitoring M1s & M2s

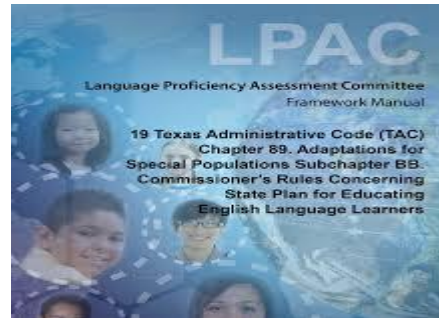


Entry Assessment



§89.1225. Testing and Classification of Students

(h) For exit from a bilingual education or English as a second language program, a student may be classified as English proficient **at the end of the school year** in which a student would be able to participate equally in a general education, all-English instructional program. This determination shall be based upon all of the following:

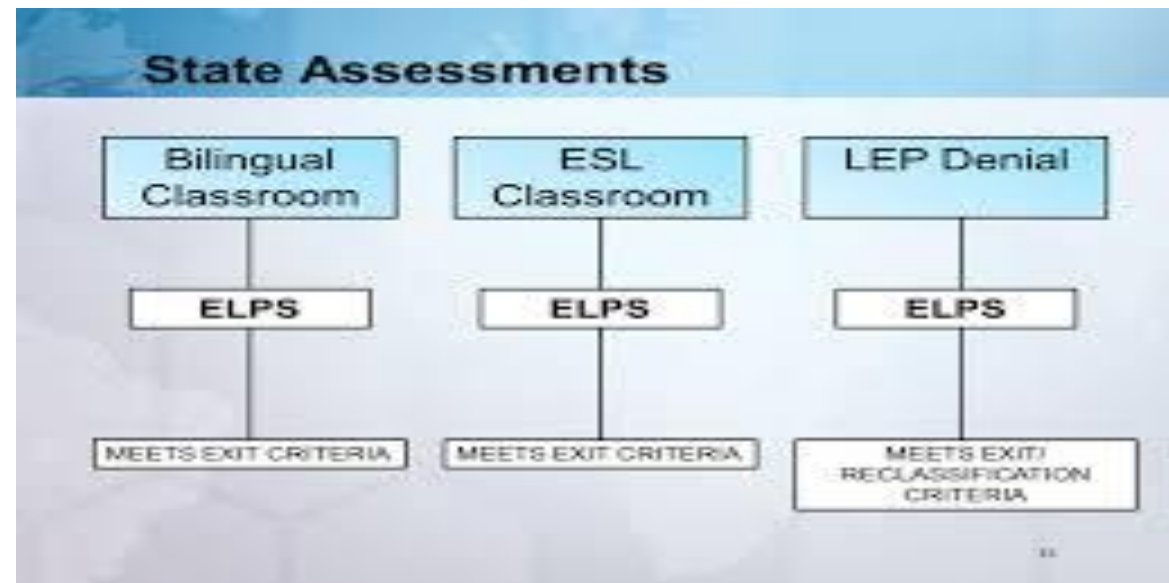


§ 89. LPAC
p.28



§89.1225. Testing and Classification of Students

(Continue (h) (2) - or a score at or above the 40th percentile on *both* the English reading and the English language arts sections of a TEA approved norm-referenced standardized achievement instrument for a student who is enrolled in **Grade 1 or 2**; and



§89.
LPAC p.29



§89.1225. Testing and Classification of Students

(2)(i) A student **may not be exited** from the bilingual education or English as a second language program **in prekindergarten or kindergarten**. A school district must ensure that English language learners are prepared to meet academic standards required by the TEC, §28.0211.

§89. LPAC p.29



When is Bilingual Education Required? 19 TAC 89.1205, 89.1210

(a) The law requires that each school district or charter school which has an enrollment of 20 or more ELLs of the same language classification in the same grade level district wide shall offer a bilingual education program for ELLs in grades Pre-K through 5th; Grade 6 shall be included when clustered with elementary grades.

Texas Education Agency (2014)



What's the difference between Bilingual Education & ESL?

- ✓ Content area instruction is provided in both the student's primary language and English.
- ✓ Literacy development in the primary language facilitates the transfer from primary language (L1) to second language (L2).
- ✓ Oral language testing requirements in both the primary language and English must be reviewed for placement.
- ✓ ESL is a component of the bilingual program.



When is ESL required?

19 TAC 89.1205 (d) & 89.1210

- › The law requires that all ELLs for whom a district is not required to offer a bilingual education program **shall be provided an ESL program, regardless of the students' grade levels and home language, and regardless of the number of students.**

Chapter 89. LPAC p.20

Texas Education Agency (2014)



Types of ESL Programs

- › Type of program that uses second language methods throughout the curriculum.
- › Provide instruction that includes **TEKS based academic content**, as well as language development.
- › Differentiate instruction of content according to language proficiency levels.
- › Provide on-grade level instruction.

Texas Education Agency (2014)

§89. LPAC p.6-8, 22



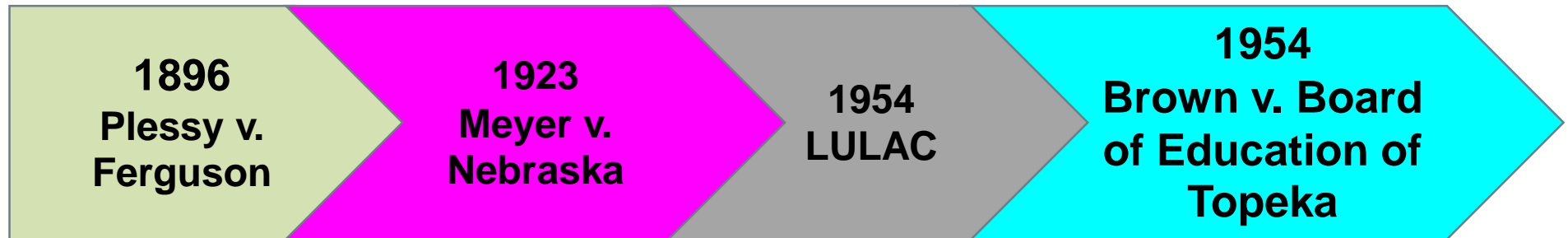
Goal of ESL Programs

Subchapter bb. Chapter 89 states that the goal shall be to:

- › Enable ELLs to become competent in the **listening, speaking, reading, and writing** of English.
- › Emphasize **mastery of English language skills, as well as math, science, and social studies.**
- › Use **instructional approaches** designed to meet the needs of ELLs.
- › Be an integral part of the total school program
- › Utilize the essential knowledge and skills required by the state as the curriculum.



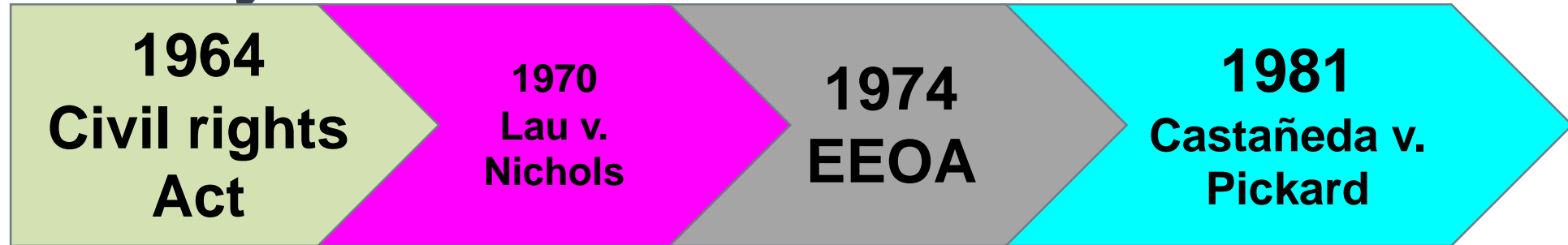
Policy Foundations



<p>Minority students segregated in schools</p>	<p>It became unconstitutional to prohibit teaching a foreign language at school.</p>	<p>A social and political organization</p>	<p>Overruled the “separate but equal” doctrine of Plessy v. Ferguson of 1896</p>
<p>Supreme Court ruled that “separate but equal” public facilities for minorities was constitutional</p>	<p>Supreme Court ruled that teaching in a language other than English was not “injurious to health, morals, or understanding of the ordinary child”</p>	<p>Advocated for the civil and human rights of minorities</p>	



Policy Foundations



Provided equal educational opportunities:

A person shall not be discriminated, on the grounds of race, color, or national origin.

The court decided that the lack of supplemental language instruction in public schools for students with limited English proficiency violated Civil Right Act.

Because of Lau v. Nichols, this federal act was based on the Civil Rights of 1964. It required states and schools to provide equal educational opportunities to minorities.

It set in place a criterion to ensure school districts take appropriate actions to meet the needs of ELL students.





Factors that Impact Second Language Acquisition

Motivation and attitude

Cultural background

Peers and role models

First language development

Quality of instruction

Access to the language

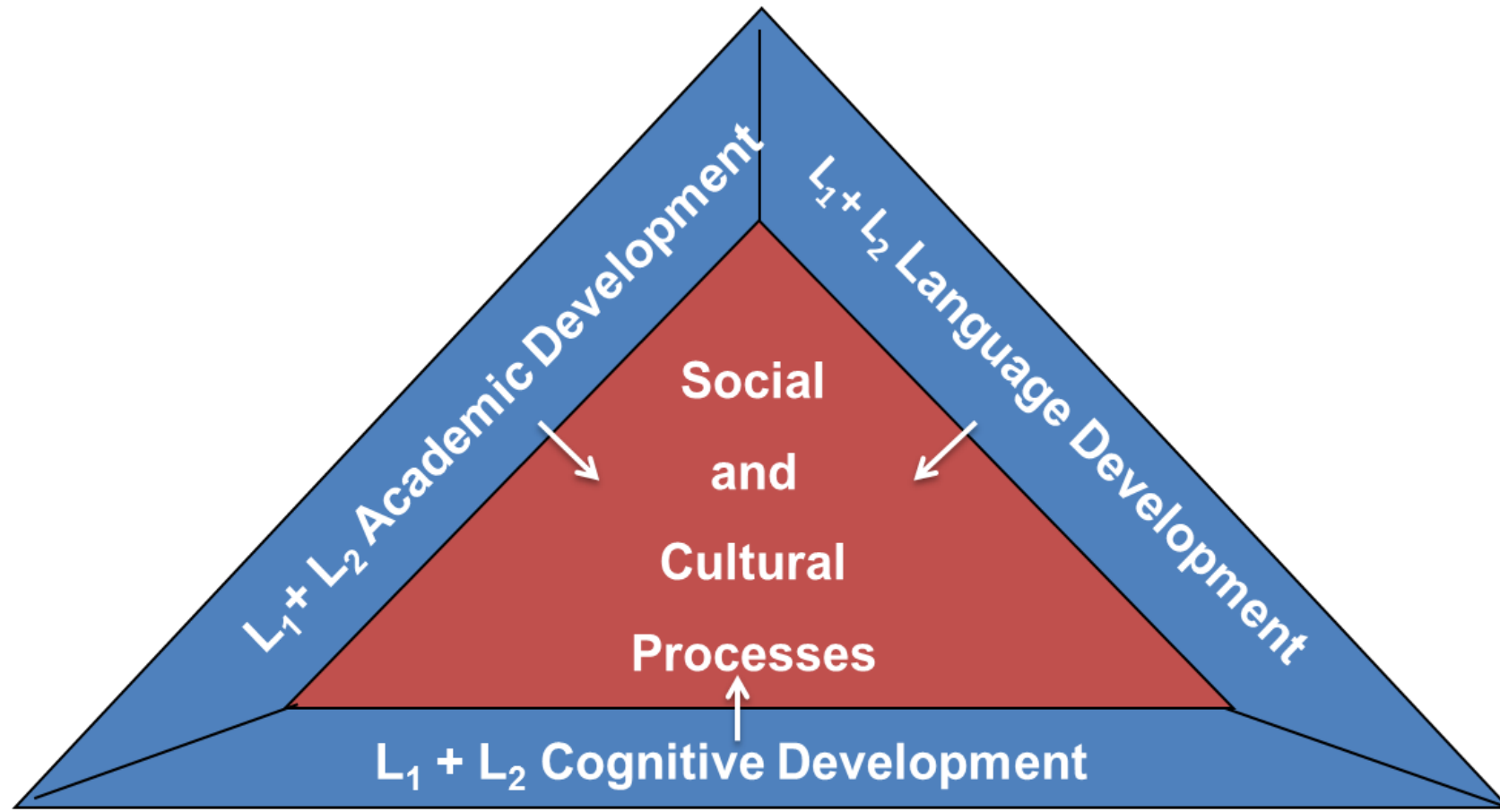
Age

Personality

Language distance



The Prism Model: Thomas & Collier, 1995



Socio-cultural Processes

Consider that the social and cultural factors may affect learners either positively or negatively.

Teachers can:

- › Create anxiety-free learning situation
- › Valued native language and culture
- › Advocate for rights
- › Create opportunities for success



Culturally Responsive Teaching



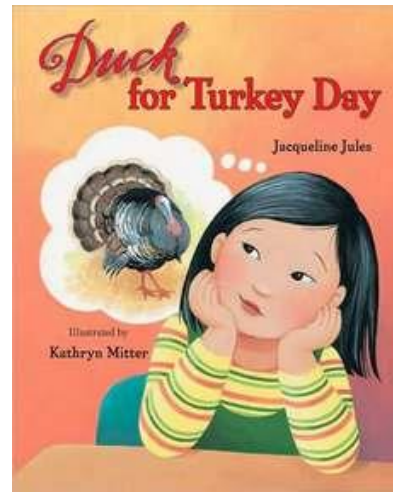
“Using the cultural knowledge, prior experiences, and performance styles of diverse students to make learning more appropriate and effective for them, it teaches *to and through* **the strengths** of students.”

Gay (2000)



Validating Spanish Speaking ELLs by hooking students with culturally responsive text

- › *Chato's Kitchen*, Gary Soto
- › *Cantora*, Sylvia Lopez-Medina



Culturally Irrelevant



Become Familiar with Student's Culture Access Resources From the Community

- › Authors as guest speakers in the library.
- › Field trips to museums (AirPano, Smithsonian)
- › Become involved in activities from the community that reflect the culture of the student (e.g., local musicians, festivals, etc.)
- › facilitating parent involvement initiatives that are culturally responsive.



Stages of Acculturation (4 stages)

- **Acculturation:** A general term for the process of becoming adjusted to another culture.
- **STAGE 1: Euphoria** – excitement and happiness with new place and new experiences
- **STAGE 2: Culture Shock** – realization of the depth of difference between home culture and the new culture; may cause frustration, anger, depression
- **STAGE 3: Tentative Recovery** – finding ways to cope with the new culture; forming friendships and support systems



- **STAGE 4: Assimilation or Adaptation – a choice**
 - **Assimilation**—deciding to become like members of the new culture, to accept their surface and deep culture; giving up the original culture
 - **Adaptation**—finding ways to adapt to and become part of the new culture while maintaining important values and customs of the original culture.



Factors Contributing to Cultural Bias

- **Stereotyping:** overgeneralization or oversimplification of beliefs about a particular group based on hearsay or limited personal experience
- **Prejudice:** Unfair and unreasonable opinion formed without adequate knowledge or thought
- **Ethnocentrism:** belief by an individual or group that their beliefs, values, and customs are the only right way. Inability to see value in difference.



Parent Involvement: Decision-Making

- Encourage parents to become deeply involved in the decision-making in their children's schools.
- Families can help to ensure that the education is culturally and linguistically appropriate by participating as:
 - Grade-level volunteers
 - LPAC members
 - Site-based decision making committee members
 - Textbook selection committees
 - Curriculum committees
 - Budget committees and attend
 - School board meetings



Use the information below to answer the questions that follow.

As part of an informal assessment of ELLs' writing skills in English, an ESL teacher elicits brief written narratives from students on the topic "My Best Family Vacation." Some of the samples collected are listed below.

1. It was a trip very long.
2. My sister Mindy found a dog little on the window.
3. We got T-shirts blue at a store.

The teacher observes a pattern in the samples and determines that the students' L1 is interfering with the students' English development.

COMPETENCY 001

21. The students' samples best illustrate a pattern of L1 interference in

- A. phonology.
- B. morphology.
- C. semantics.
- D. syntax.



1. In most cases, basic communication skills take markedly less time to develop than academic language skills. Which of the following scenarios best illustrates this phenomenon?
 - A. A student can use common idioms and slang but is often unable to conjugate verbs correctly
 - B. A student can read and understand American short stories but cannot summarize them coherently
 - C. A student demonstrates perfect pronunciation but frequently omits articles and prepositions
 - D. A student speaks English fluently but is having difficulty understanding content-area lectures



35. An ESL teacher uses supplementary texts in class that feature aspects of different cultures. The teacher also highlights vocabulary words from each unit that can be translated into the two or three languages the students speak. The class reads the words together and discusses them before beginning each unit. The teacher's actions are primarily examples of which of the following?

- A. Culturally responsive instruction
- B. Cultural relativism
- C. Ethnocentrism
- D. Multilingual education



4. Hanh, a Vietnamese student, has been in the United States for eighteen months. She is progressing in her schoolwork, but she rarely speaks to her classmates or teachers. Which of the following is the best action for the teacher to take to help increase Hanh's oral proficiency in English?
- A. Partnering Hanh with an English-speaking peer during oral discussions and presentations
 - B. Incorporating daily lessons on social interactions that include role-playing
 - C. Providing Hanh with a list of common phrases in English for her to memorize and practice
 - D. Providing individual social lessons for Hanh to practice speaking until she is comfortable



Exit Ticket



Go to [menti.com](https://www.menti.com)



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Thank you for your participation!

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