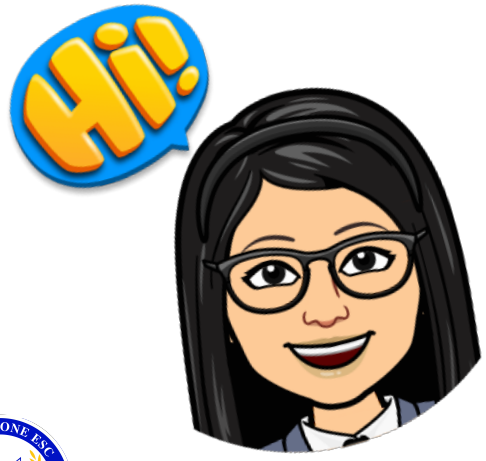
TELPAS ACADEMY

SPEAKING

Accelerating EL Progress through
Cognitive and Linguistic
Scaffolding Routines



Claudia Coronado
Niranda Flores
Lileana Rios-Ledezma
Bilingual/ESL Specialists
Region One ESC
lledezma@esc1.net

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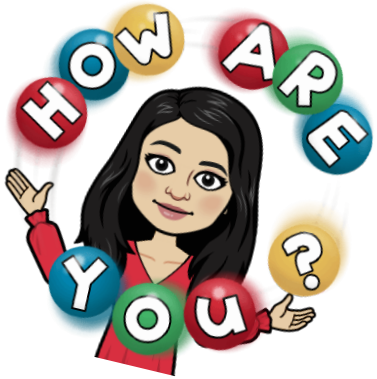
Delighted

Grateful

Frustrated



Overwhelmed

Determined

One Word Check-In

Enthusiastic

Relaxed

Upset

Courageous

Sad

Content

Creative

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Session Objectives

Content Objective

- Today I will explore **TELPAS speaking domain** in order to craft connections to TELPAS PLDs.

Language Objective

- Today I will share different ideas on **how to implement scaffolding strategies** in the classroom based on TELPAS speaking PLDs.

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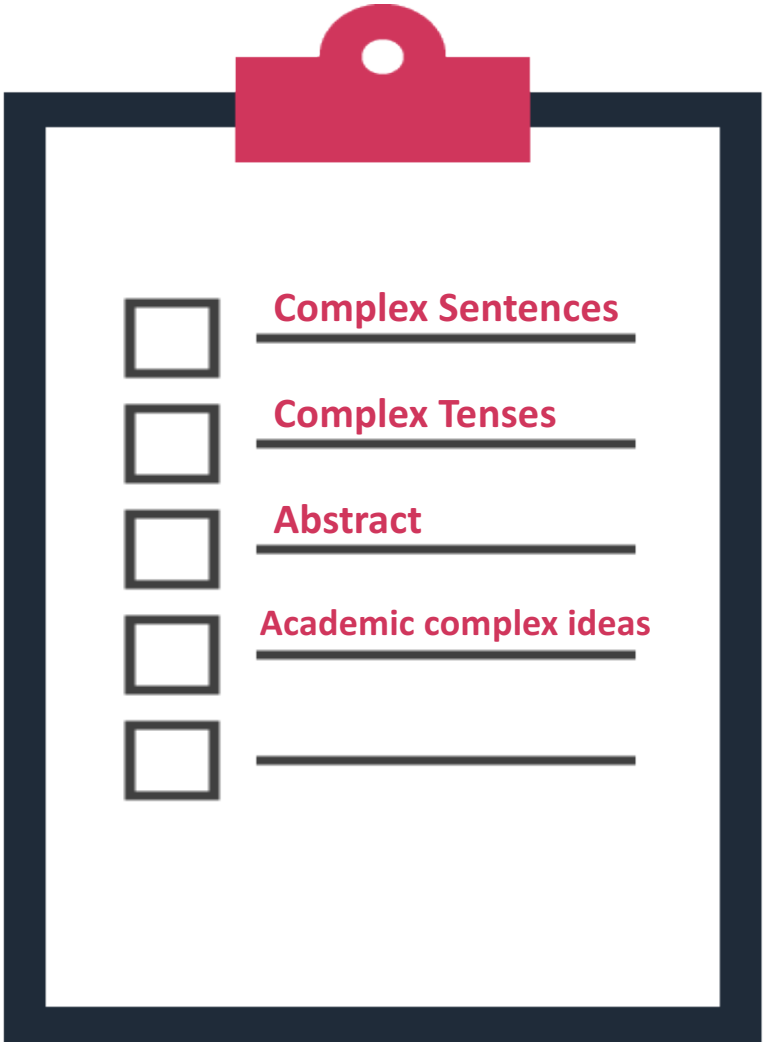
Describe what you ate for breakfast today.
Remote Check-In Code: speaking

mainly speak using single words and short phrases



- Complex Sentences
- Complex Tenses
- Abstract
- Academic complex ideas
-

speak using simple, short sentences

speak using a very limited bank of high-frequency, high-need, concrete vocabulary,

speak using basic vocabulary needed in everyday social interactions and routine academic contexts

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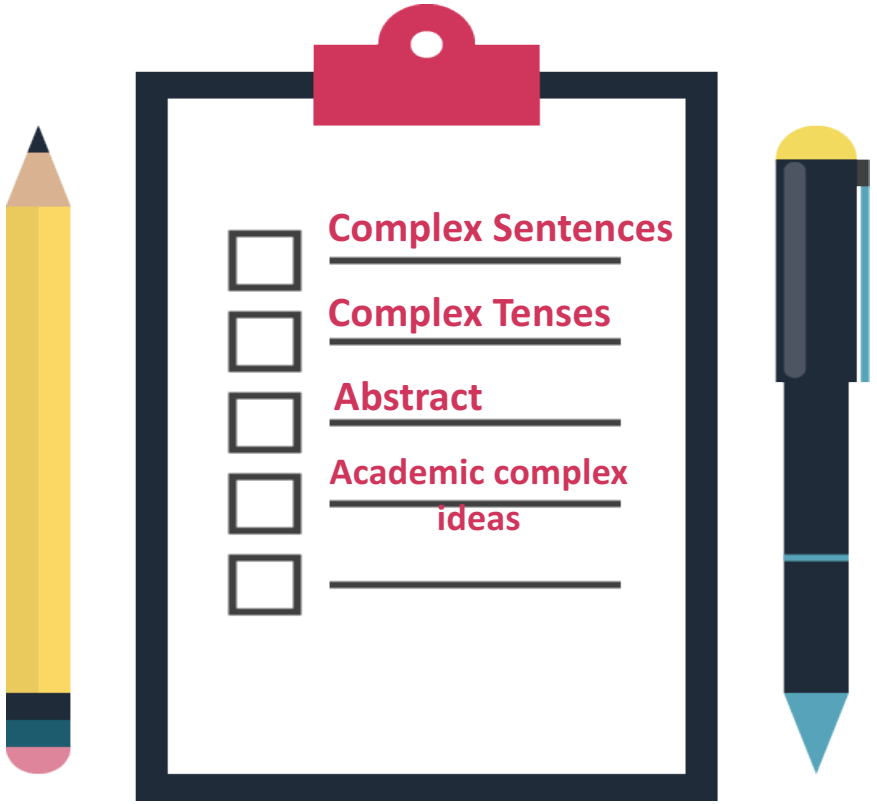
Describe what you ate for breakfast today.



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Digestion
Chemical Variations
Cause and Effect
Cellular Energetics
Human Body Systems
Remote Check-In Code: speaking

Region One Data Trend

		SPEAKING			
		B	I	A	AH
K	11,374	53	28	14	6
1st	12,193	20	39	23	18
2nd	11,978	15	57	19	10
3rd	12,144	8	48	27	17
4th	12,736	6	37	48	8
5th	12500	8	36	46	11
6th	11,237	10	43	41	6
7th	10,815	13	44	38	5
8th	9,665	17	42	35	6
9th	9,390	37	31	27	5
10th	6,817	36	28	30	6
11th	4,945	36	27	30	7
12th	3,893	39	27	28	6

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Region One Data Trend

		SPEAKING				WRITING			
		B	I	A	AH	B	I	A	AH
K	11,374	53	28	14	6	72	18	7	3
1st	12,193	20	39	23	18	34	38	16	12
2nd	11,978	15	57	19	10	17	37	31	16
3rd	12,144	8	48	27	17	10	29	35	26
4th	12,736	6	37	48	8	6	21	35	37
5th	12500	8	36	46	11	5	17	32	46
6th	11,237	10	43	41	6	5	16	32	46
7th	10,815	13	44	38	5	5	14	31	50
8th	9,665	17	42	35	6	4	15	29	52
9th	9,390	37	31	27	5	6	18	32	44
10th	6,817	36	28	30	6	4	18	33	44
11th	4,945	36	27	30	7	2	15	35	48
12th	3,893	39	27	28	6	1	14	36	49

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Take a Stand

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Analysis of TELPAS PLDs

Advanced

Barrientos, Enyli
Bell, Anita
Boeta, Martha
Castro, Ruben
Cranfill, Sylvia
Estorga, Ines
Garay, Genieve
Garcia, Erica
Garcia, Rosa
Garcia, Yolanda
Garza Rodriguez, Diana
Guzman, Eduardo
Hernandez, Cynthia
Hurtado, Yamile
Lopez, Celeste

Advanced High

Luna, Sarah
Mendez, Brittany
Moya Ibarra, Hortencia
Nava, Rocio
Ortiz, Yesenia
Pastor, Gabriela
Salazar, Daniel
Serna, Jose
Sheckler, Patricia
Solis, Aracely
Tamez Garcia, Lisa
Tellez, Veronica
Vargas, Sherry
Villarreal, Blanca
Villarreal, Jorge

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ELPS-TELPAS PLDs
2-12 Speaking

Advanced ELLs have the ability to speak using grade appropriate English, with second language acquisition support, in academic and social settings.

• Are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning.	**Fluency**
• Discuss familiar academic topics using content-based terms and common abstract vocabulary, can usually speak in some detail on familiar topics	**Vocabulary**
• Have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past and future tenses; have an emerging ability to use complex sentences and complex grammar features	**Grammar Structure**
• Make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions	**Accuracy**
• May mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs	**Pronunciation**

Advanced High ELLs have the ability to speak using grade appropriate English, with minimal second language acquisition support, in academic and social settings.

• Are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations or pauses	**Fluency**
• Communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers	**Vocabulary**
• Can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English speaking peers.	**Grammar Structure**
• Make few second language acquisition errors that interfere with overall communication	**Accuracy**
• May mispronounce words, but rarely use pronunciation that interferes with overall communication	**Pronunciation**

https://padlet.com/lileana_riosled/telpasSpeaking2

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Beginning	Intermediate	Advance	Advanced High
mainly speak using **single words** and **short phrases** consisting of memorized, or **highly familiar material**	are able to **express simple**, **original messages**, speak using sentences, and participate in **short conversations** and classroom interactions	are able to participate comfortably **in most conversations and academic discussions** on familiar topics, with **some pauses to restate**, repeat, or search for words and phrases to clarify meaning	are able to **participate in extended discussions** on a variety of **social and grade-appropriate academic** topics with only occasional disruptions, hesitations, or pauses
speak using a very limited bank of **high-frequency**, high-need, concrete vocabulary	speak **simply using basic vocabulary** needed in **everyday social interactions and routine academic contexts**; **rarely** have vocabulary to speak in **detail**	**discuss** familiar **academic topics** using **content-based terms** and **common abstract vocabulary**; can usually speak in some detail on familiar topics	communicate effectively using **abstract and content-based vocabulary** during classroom instructional tasks, with some exceptions when **low-frequency or academically demanding vocabulary is needed**; use many of the same **idioms** and **colloquialisms** as their native English-speaking peers
lack the knowledge of **English grammar** necessary to **connect ideas** and speak in sentences	exhibit an **emerging awareness** of **English grammar** and speak using **mostly simple sentence** structures and **simple tenses**; are most comfortable speaking in **present tense**	have a grasp of **basic grammar features**, including **a basic ability to narrate** and describe in **present, past, and future** tenses; have an emerging ability to use complex sentences and **complex grammar features**	can **use English grammar structures** and **complex sentences** to narrate and describe at a level nearly comparable to native English-speaking peers
exhibit second language acquisition errors that may hinder overall communication	exhibit **second language acquisition errors** that **may hinder** overall **communication** when trying to use complex or less familiar English	make **errors** that **interfere** somewhat with **communication when using complex grammar** structures, **long sentences**, and less familiar words and expressions	make **few second language acquisition errors** that interfere with overall communication
Typically use **pronunciation** that **significantly inhibits communication**	use **pronunciation** that can **usually** be **understood** by people **accustomed to** interacting with **ELLs**	**may mispronounce words**, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs	**may mispronounce words, but rarely use pronunciation that interferes** with overall communication

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TELPAS
Texas English Language Proficiency Assessment System

TELPAS Grades 2–12 Speaking Blueprint

		Possible Points
Speaking	Reporting Category 1: Provide and summarize information	16
	Reporting Category 2: Share opinions and analyze information	20
	Total	**36**

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Speaking Reporting Category 2

VERBS

share, analyze, express, extend, respond, build

- Single words and short phrases
- Social & grade-appropriate vocabulary
- Elaborate discussions on a variety of social and academic topics
- Use abstract and content-based vocabulary
- Build and reinforce concept and language

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Types of Questions for RC2

Respond to Open-Ended Questions

Compare and Contrast Images

Analyze or Express Opinions about a Recorded Stimulus

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Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.

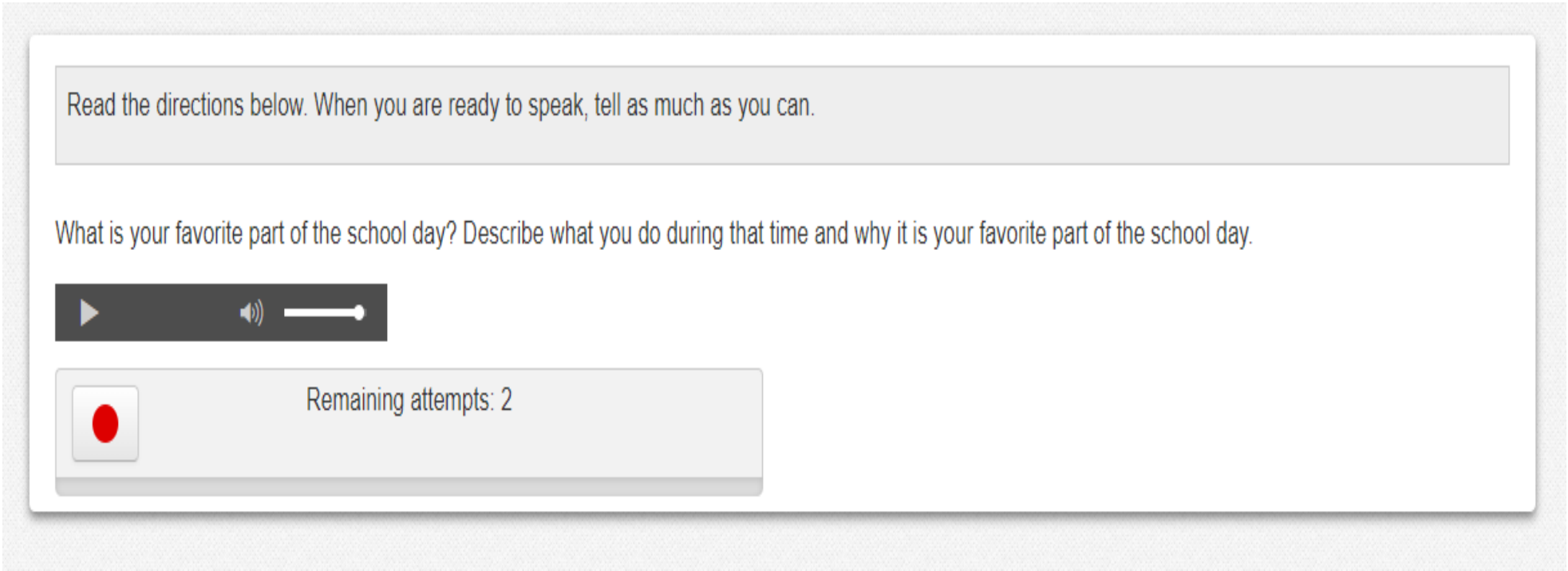
1

2

Remaining attempts: 2

Compare and Contrast Images

Remote Check-In Code: speaking2



Respond to Open-Ended Questions

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TELPAS PRACTICE SET GRADES 6-8 / TEST / 17 OF 20

Read the directions. When you are ready to speak, tell as much as you can. You may watch the video again before you speak.

What makes ballpoint pens such a remarkable invention? Use information from the audio to describe at least two important or useful features of these pens.

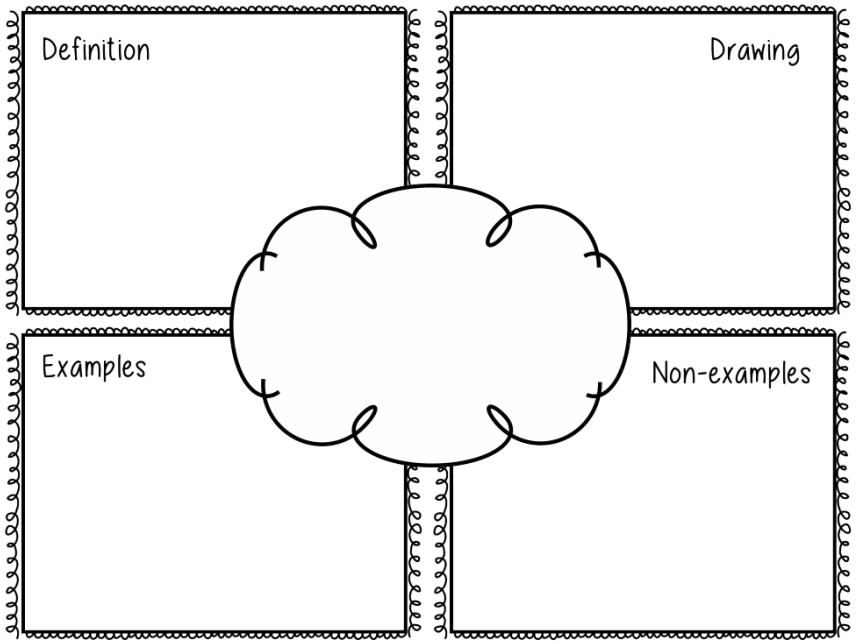
Remaining attempts: 2

Analyze or Express Opinions About a Recorded Stimulus

Remote Check-In Code: speaking

Key terminology

- CONTENT-BASED TERM
- COMPLEX SENTENCES
- COMPLEX TENSES
- IDIOMS
- COLLOQUIALISM
- ABSTRACT
- CONCEPTUALIZATION



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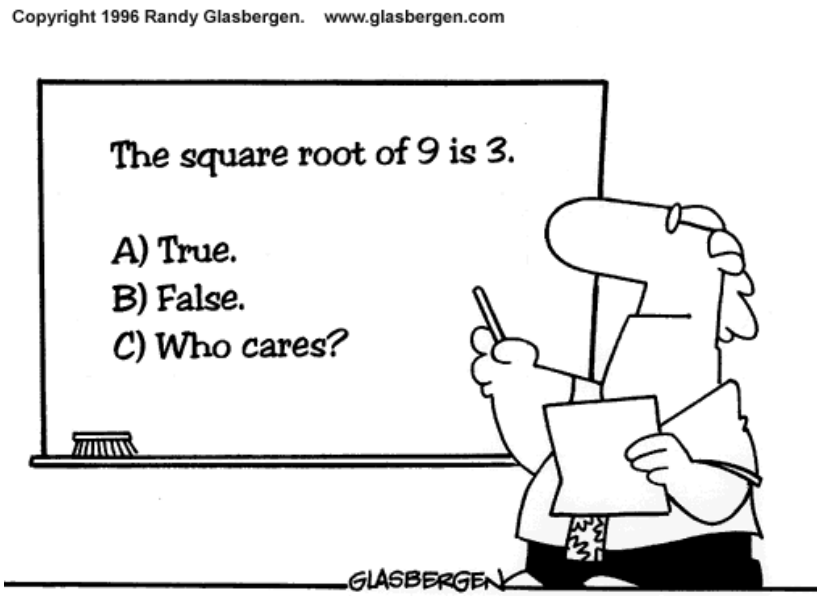
Content-Based Term

A **concrete** word specific to a content area.



Many students actually look forward to Mr. Atwadder's math tests.

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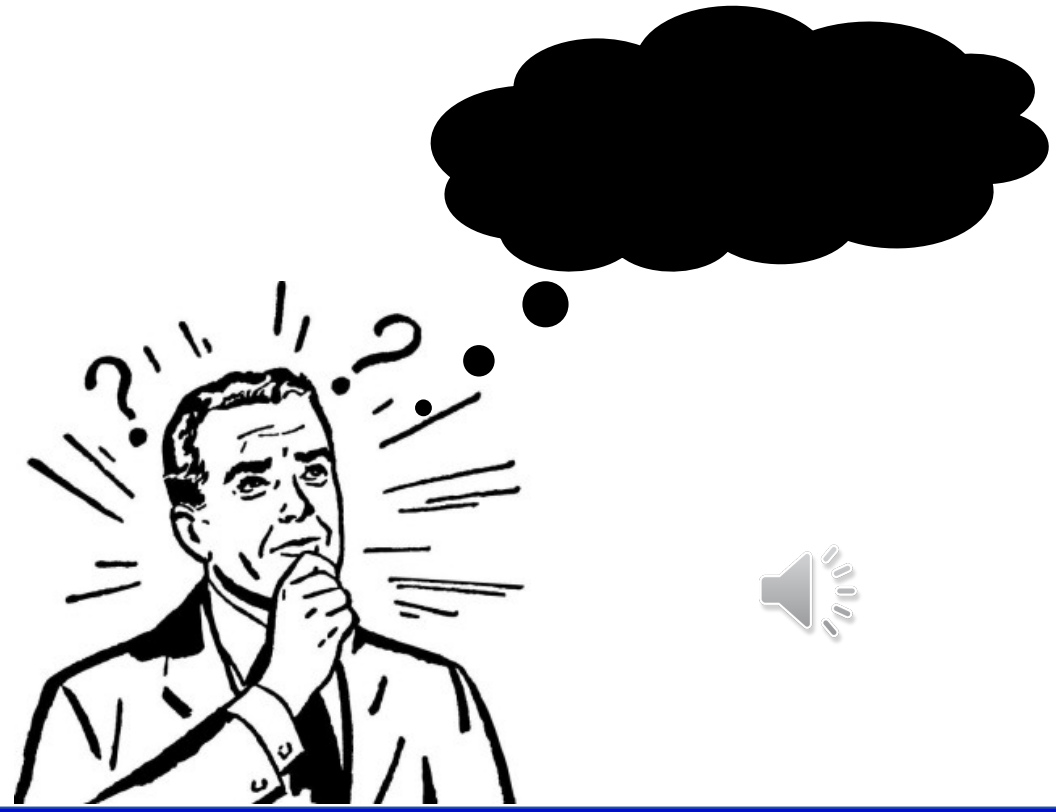
Complex Sentences

A sentence with variety of elements, not a simple sentence. (Compound, complex, compound-complex)



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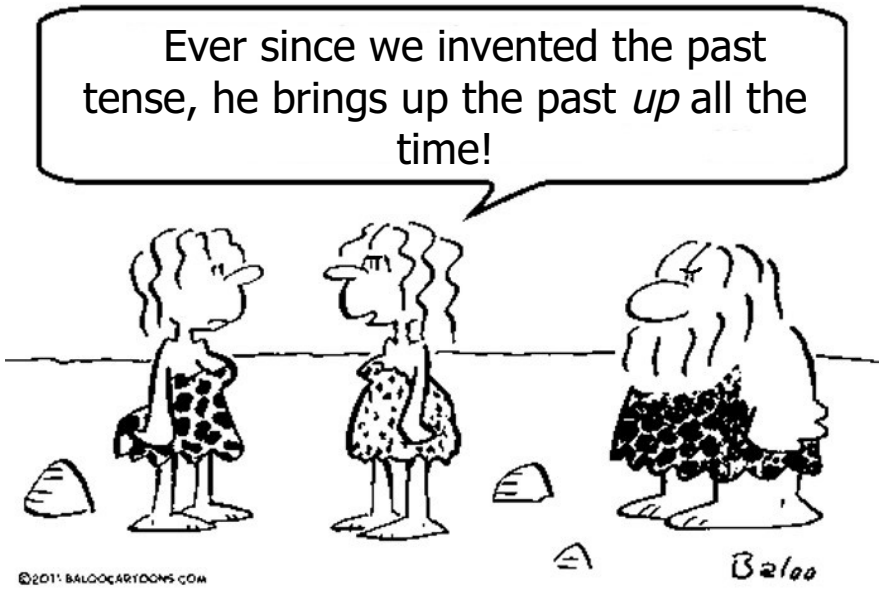
Complex tenses

Tenses consisting of **multiple connected verbs.** Examples of complex tenses are continuous and perfect tenses (past perfect and future perfect).



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Idioms

An expression having a meaning that cannot be derived from the conjoined meanings of its elements.

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Idioms

A picture paints a thousand words

A hot potato

Up against the wall

Get to the point

In a pickle

Actions speak louder than words

The elephant in the room

All in the same boat

See eye to eye

On the same page

Caught between a rock and a hard place

Cut to the chase

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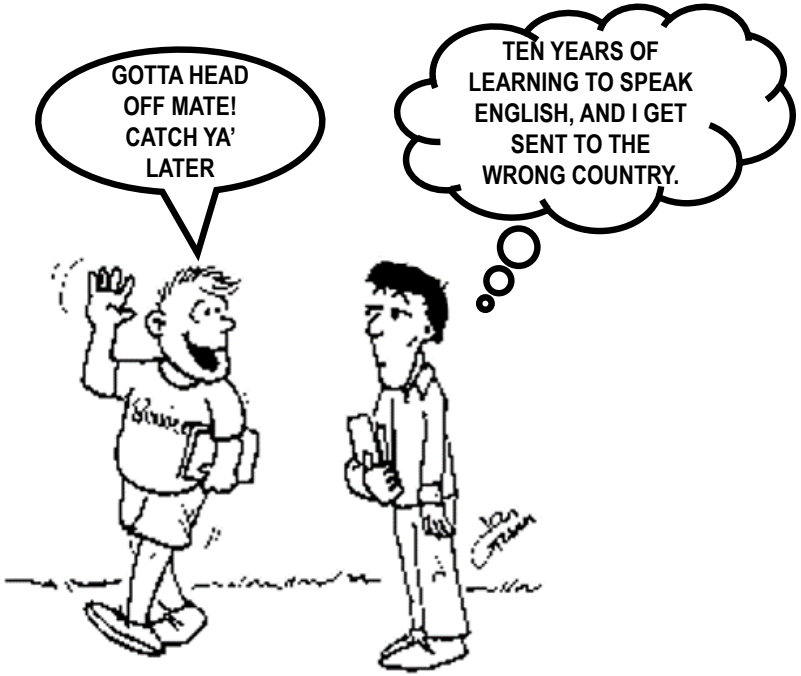
Colloquialism

A word or phrase typically used in ordinary or familiar conversation.



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Abstract

Not tangible or having a physical existence.

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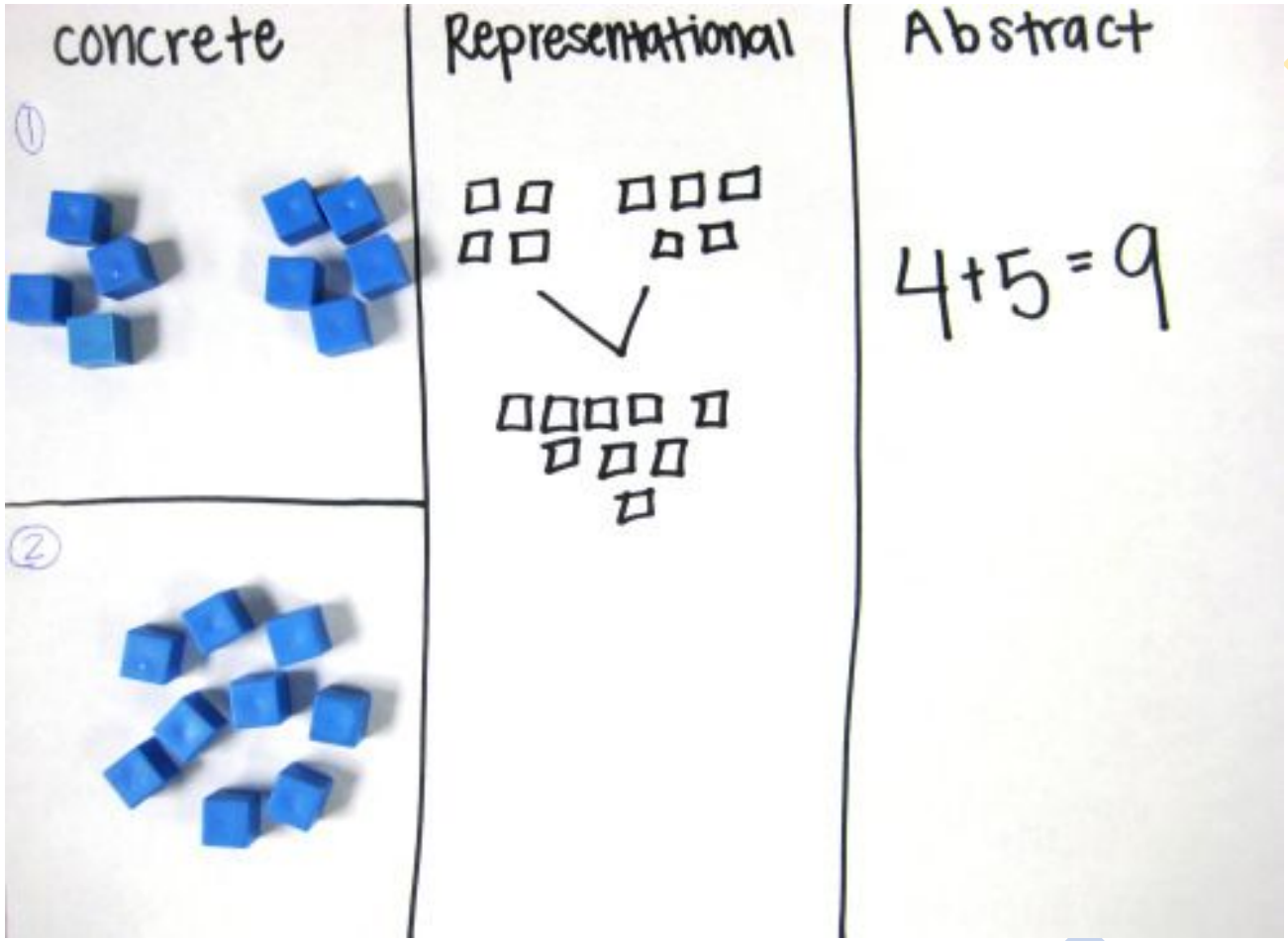
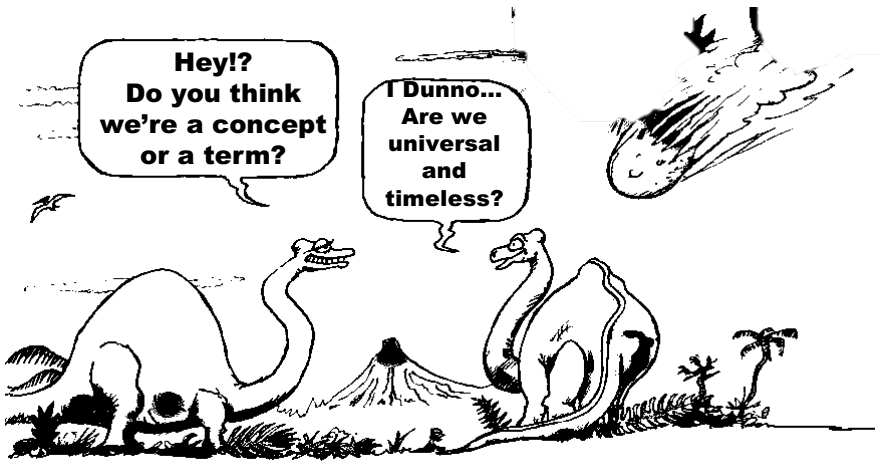
CONCRETE THOUGHT:

The Statue of Liberty



Remote Check-In Code: speaking

Conceptualization



An idea that is **abstract**, universal and timeless

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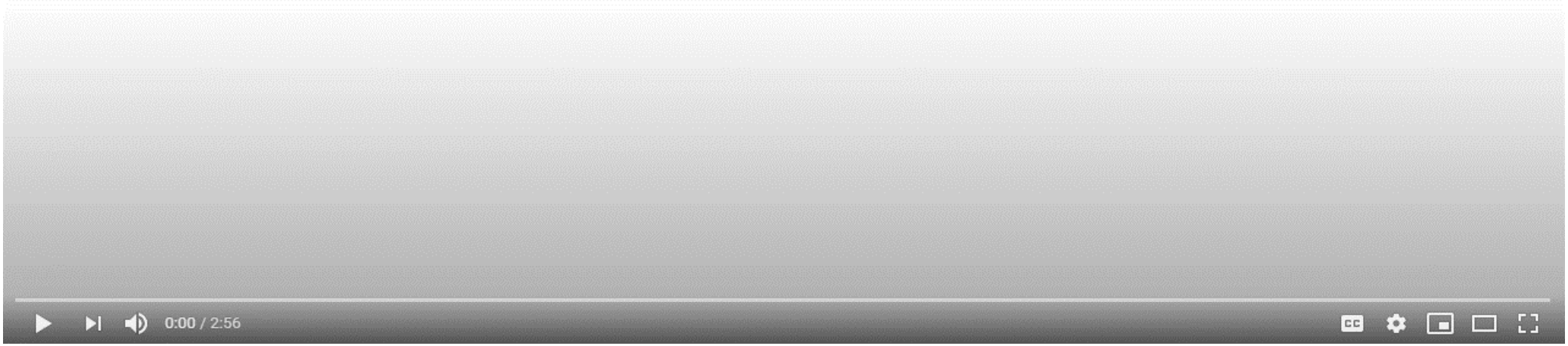
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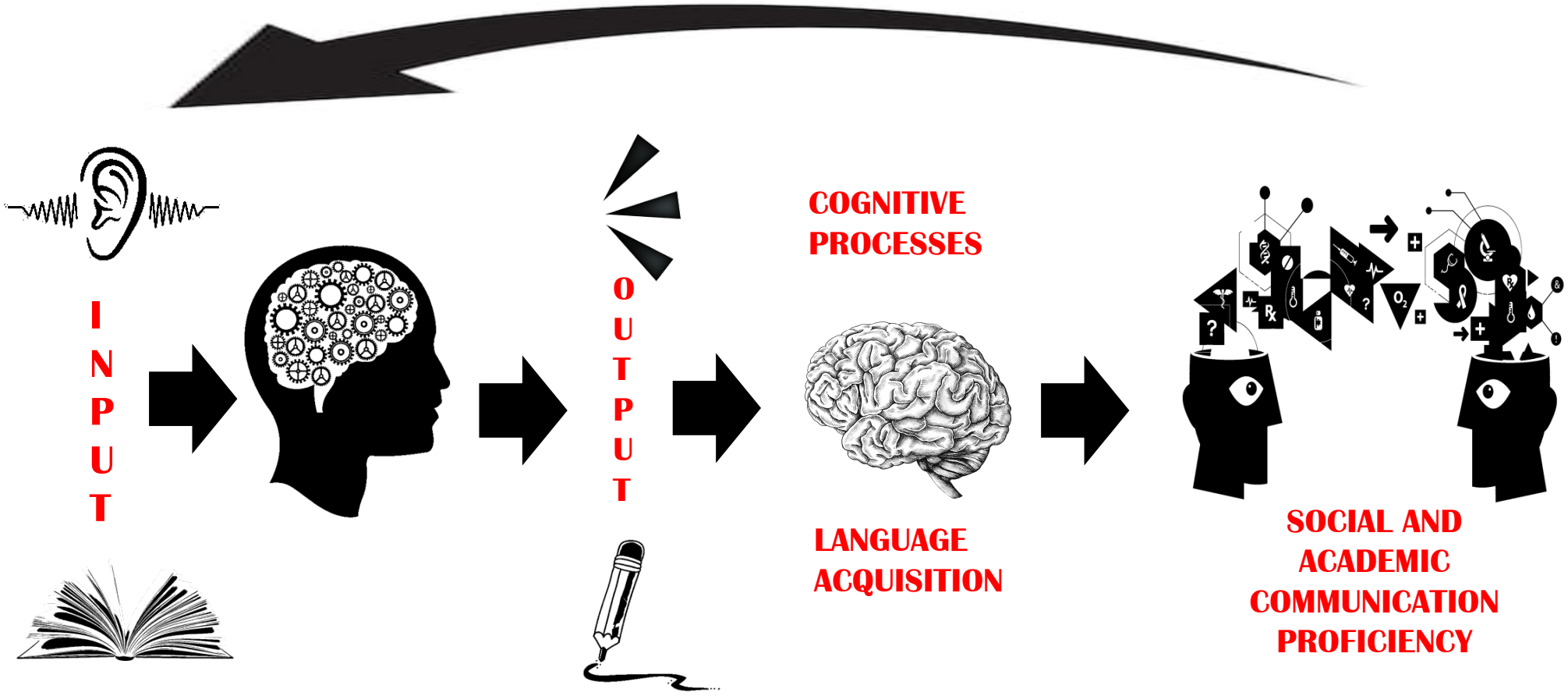
INPUT
OUTPUT
COGNITIVE PROCESSES
LANGUAGE ACQUISITION
SOCIAL AND ACADEMIC COMMUNICATION PROFICIENCY

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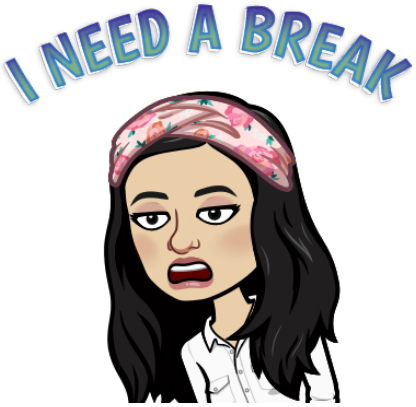
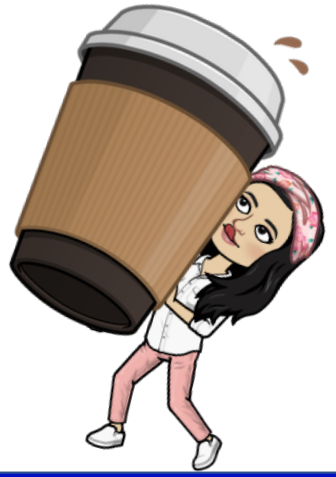
Brain Break





Remote Check-In Code: speaking

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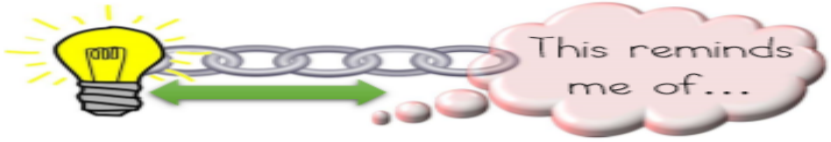
Intermediate

Remote Check-In Code: speaking

SPEAK LIKE A PRO

connection



memory

That reminds me of the time...

opinion

In my opinion...

change

I would change...

Zoom IN

Intermediate	Advanced
• Speak using basic vocabulary, rarely speak in detail.	• Discuss familiar academic topics using content-based terms and common abstract vocabulary

Ritchhart, Ron, et al. *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*. Jossey Bass, 2011.

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Remote Check-In Code: speaking

How to make content-based connections and possibly conceptualize?

What is your favorite subject?

What are you learning right now or what have you learned?

What connection can you make to the prompt?

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Look at the picture and read the question. When you are ready to speak, answer the question.

What question is the man probably asking himself?

Reminder

____ Content based terminology

____ compound or complex sentence

Formulate and Ask a Question

https://padlet.com/lileana_riosled/telpasSpeaking

Remote Check-In Code: speaking

The Northern Colonies Conceptualized

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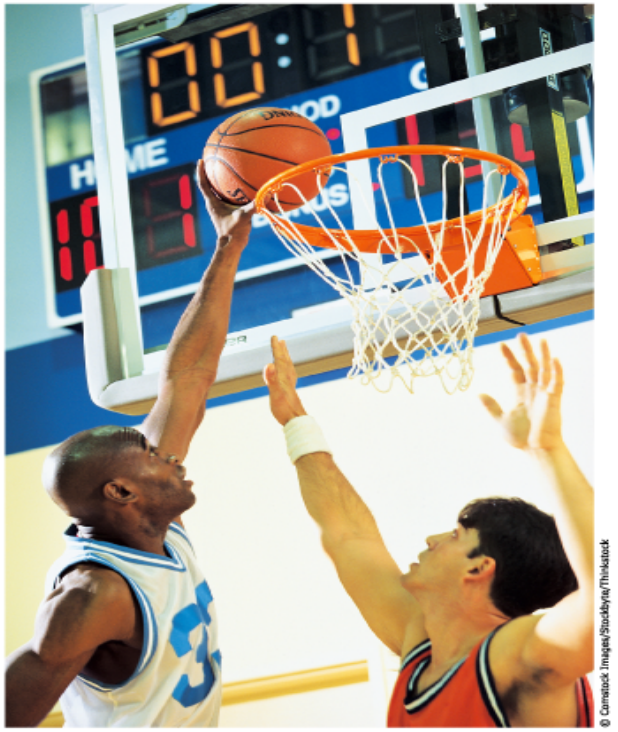
Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.

1

2



Compare and Contrast Images

Remaining attempts: 2

Remote Check-In Code: speaking

Framed Paragraph

Intermediate	Advanced
• Speak using basic vocabulary, rarely speak in detail.	• Discuss familiar academic topics using content-based terms and common abstract vocabulary

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_____ and _____ are both _____ .
(picture 1) (picture 2) (academic term)

Both _____ and _____ have _____.
(picture 1) (picture 2)

They are also are alike in _____ because _____ .

On the other hand, _____ and _____ differ _____ .
(picture 1) (picture 2) (academic term)

Another major difference is _____ because _____ .

They also contrast by _____ because _____.

In my opinion _____ is _____.
(picture 1 or 2)

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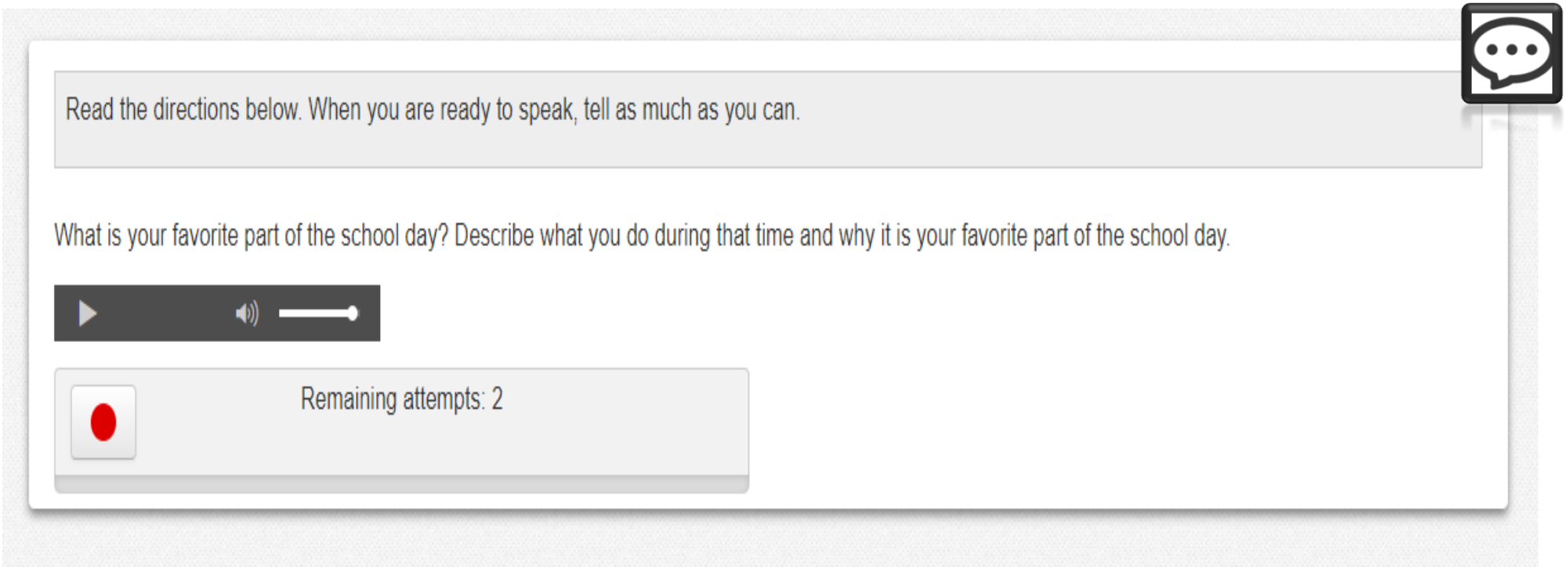

Respond to Open-Ended Questions

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Prompt Segmenting Quadrant

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What is your favorite time of the school day? Describe what you do during that time and why it is your favorite time of the school day?

Q1: What is your favorite time of the school day?	**Q2: What do you do during that time?**
Q3: Why it is your favorite time of the school day?	**Synthesize**

- Opinions
- Ideas
- Feelings

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Advanced

Remote Check-In Code: speaking

Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.

Compare and Contrast Images

1

2

Remote Check-In Code: speaking

Double Bubble

“a Common Visual Language.” Thinking Maps, https://www.thinkingmaps.com/.

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Step 1:

- draw two large circles
- write the words of the two things being compared

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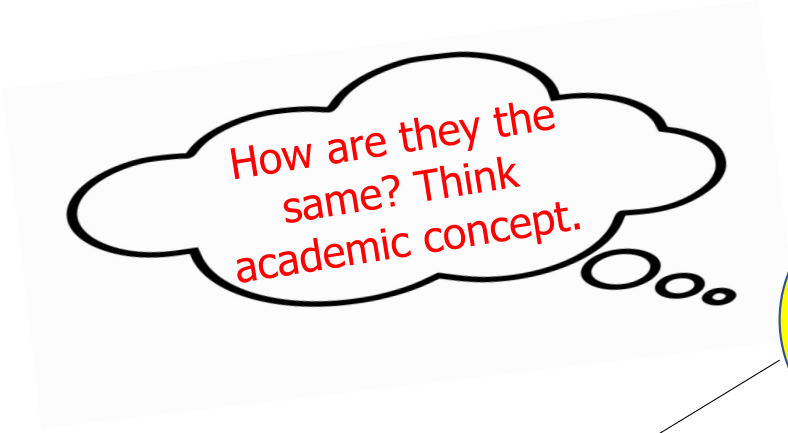
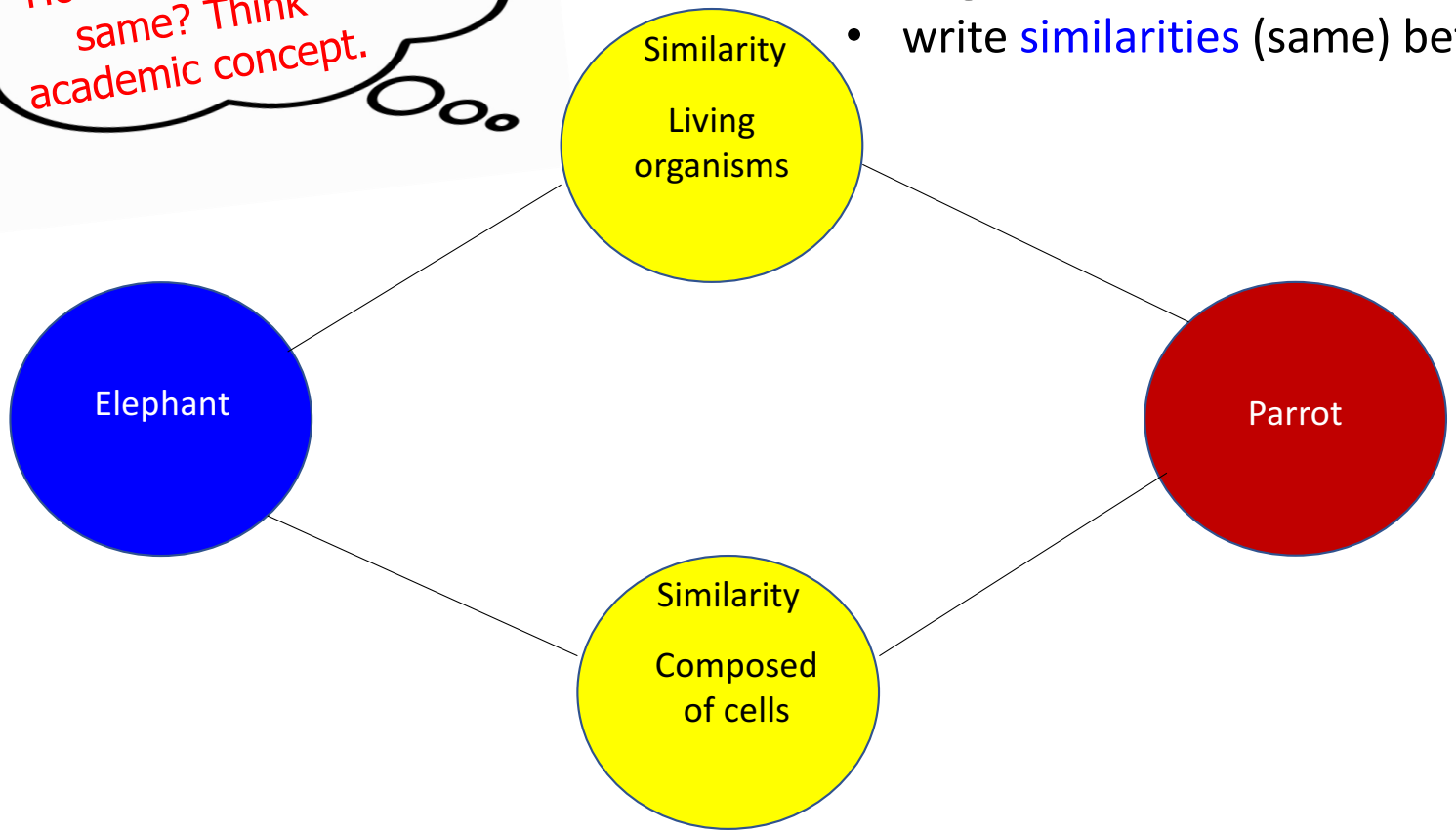


Step 2:

- add middle bubbles and connect to original circles
- write similarities (same) between the two



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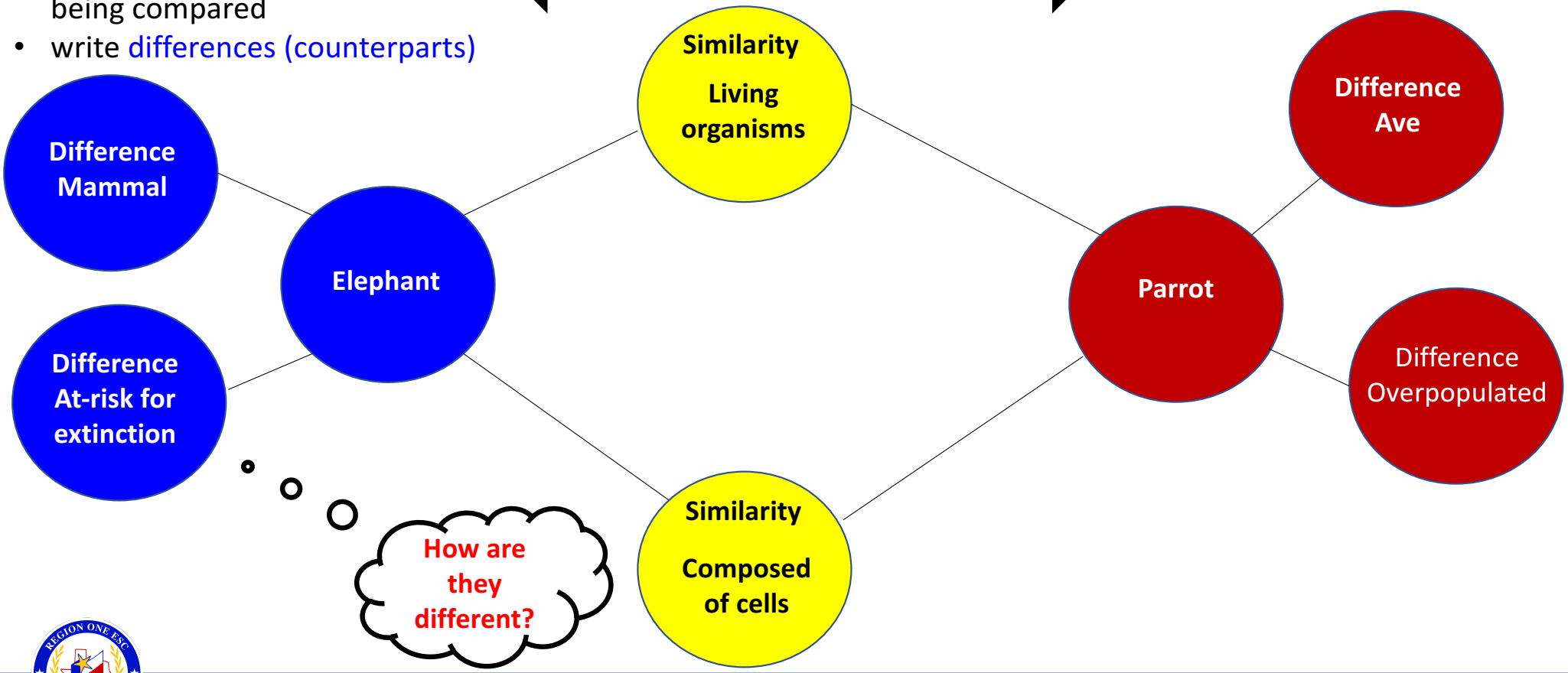
Step 3:

- add outside bubbles connected respectively to the two things being compared
- write differences (counterparts)

Focus on describing counterparts



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Step 1:

- draw two large circles
- write the words of the two things being compared.

Step 2:

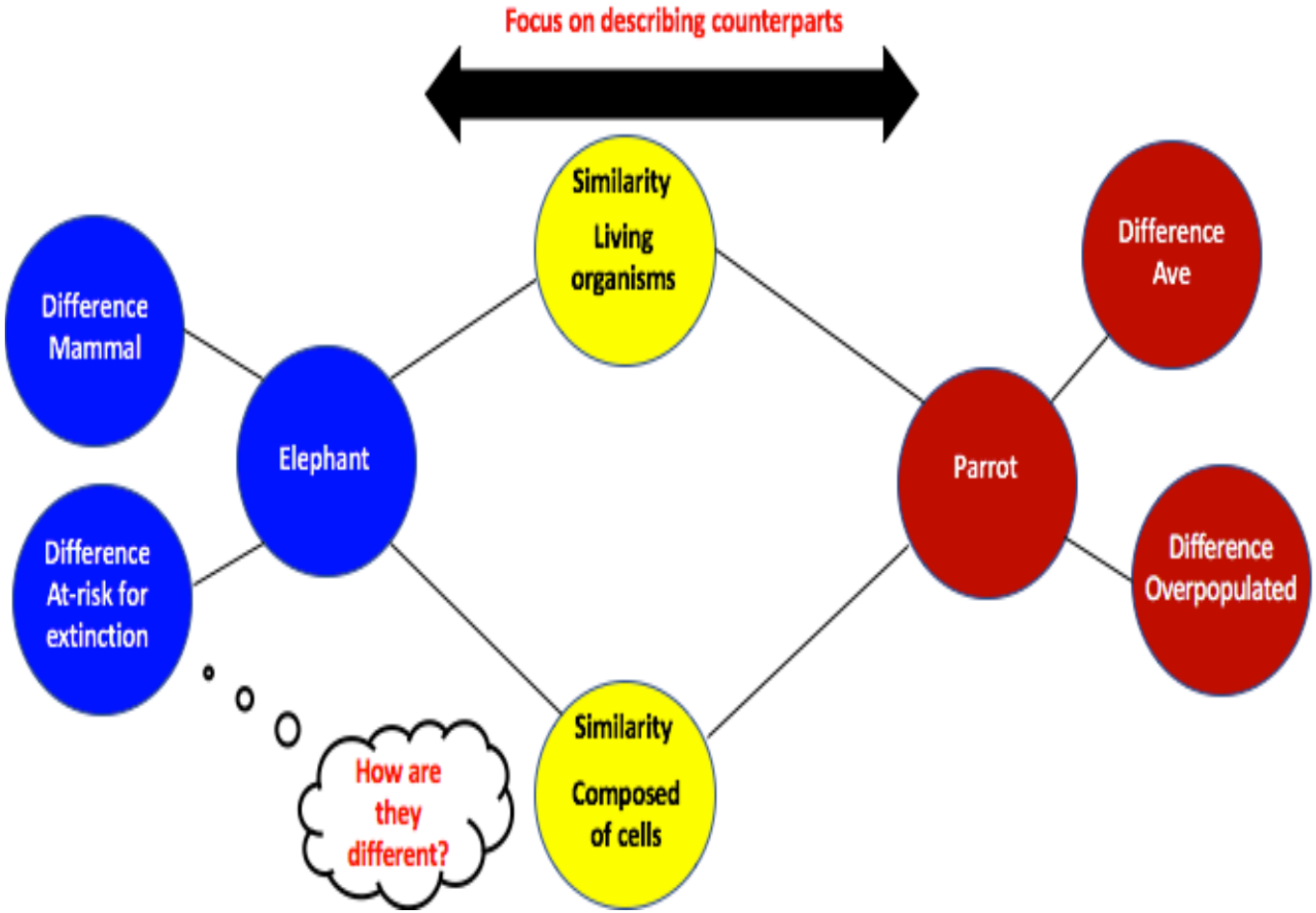
- add two middle bubbles
- write similarities (same) between the two.

Step 3:

- add outside bubbles connected respectively to the two things being compared
- write differences between the two (counterparts)

Step 4:

- use the information on the map to elaborate a paragraph



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- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.

1

2

Remaining attempts: 2

Compare and Contrast Images

Remote Check-In Code: speaking

1

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2

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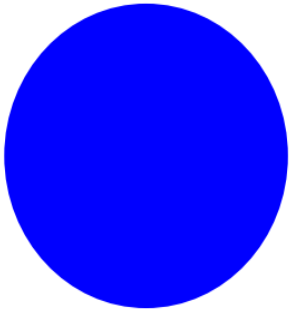

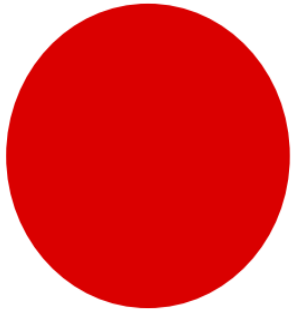

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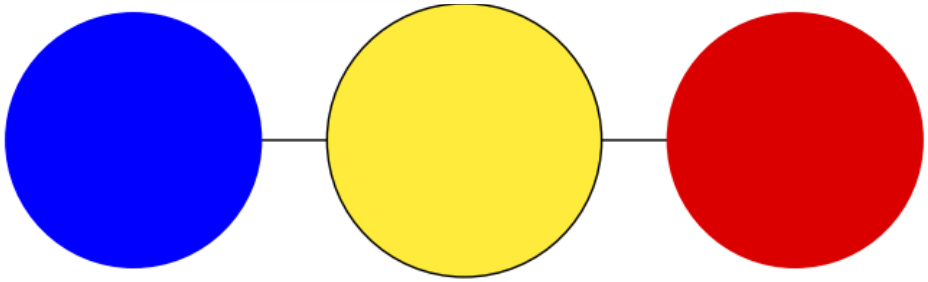
1

2

Think Academic Concept



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1

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2

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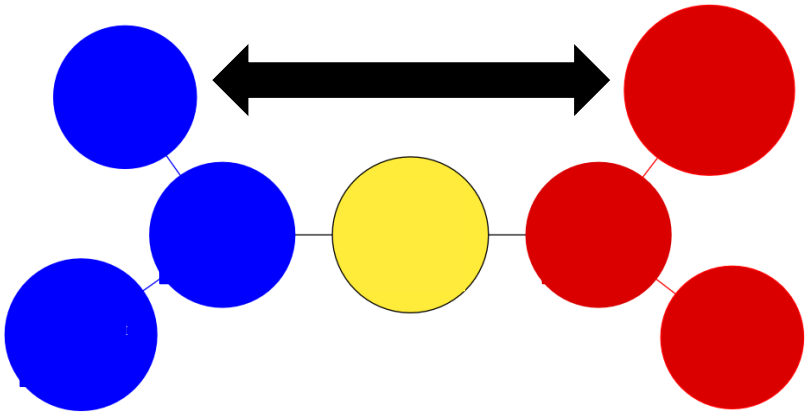

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Look at the two pictures and read the directions below. When you are ready to speak, tell as much as you can.

- First describe at least two ways these pictures are similar.
- Next describe at least two ways these pictures are different.

1

2

Remaining attempts: 2

Compare and Contrast Images

Remote Check-In Code: speaking

Go to www.menti.com and use the code 46 81 11 4

I used to think _, but now I know _.

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“Even on your worst day, you can be a student’s best hope.”
Manny Scott
Remote Check-In Code: speaking

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