ELPS AND THE LINGUISTIC INSTRUCTIONAL ALIGNMENT GUIDE

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency

Bilingual/ESL Instructional Services
Creating Language-Rich Interactive Environment

- Please...

- Today we will:
  - Speak in complete sentences
  - Avoid saying “I Don’t Know.”
Training Goals

Content Objective

- Explore the English Language Proficiency Standards, use a graphic organizer to list the main ideas in the ELPS.
- Explore the PLDs
- Explore the ELPS Linguistic Instructional Alignment Guide

Language Objective

- Discuss the implementation of the ELPS and responsibilities for educators (74.4 a, b) for providing K-12th instruction based on the student’s linguistic needs and language proficiency levels.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Self-Assessment of Current Understanding

☐ Rate yourself on the following scale:

1. This will be my first exposure to the ELPS.
2. I am somewhat familiar with the ELPS.
3. I understand what the ELPS are and why they are significant to teachers.
4. I could explain to someone else what the ELPS are, how they are organized, and what they require of classroom teachers.

Raise your hand when you have selected your response.

I selected . . . because
Introduction to ELPS Framework and District Responsibilities

- We will explore the key components of the ELPS for providing K-12 instruction to ELL students.

- We will discuss the implementation of the ELPS reflecting on the responsibilities of ALL educators to linguistically accommodate instruction.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Foldable

**Process:** Select some of the terms from the next “Word Wall”. You will discuss their meaning and complete the sentence stems by writing them in the corresponding columns.

<table>
<thead>
<tr>
<th>I might be familiar with...”</th>
<th>“I will discover ...”</th>
<th>“I have learned...”</th>
</tr>
</thead>
<tbody>
<tr>
<td>...the term ELL</td>
<td>... how to ...</td>
<td>...</td>
</tr>
</tbody>
</table>

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Building Vocabulary (Word Wall)

- **ELL**: English Language Learner
- **LEP**: Limited English Proficient
- **ESL**: English as a Second Language program
- **TELPAS**: Texas English Language Proficiency Assessment System
- **PLD**: Proficiency Level Descriptor; rating of ELLs English skills

ELPS framework uses the words . . .

- Academic Language
- Linguistically Accommodated
- Communicated
- Sequenced
- Scaffolded

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Language development standards before were ... 

- part of **ELA and Spanish language** TEKS.
- addressed only within **ESL/Bilingual programs and only by ESL teachers**.
- focused on knowledge and skills **connected to English Language Arts**.

Language development standards now are ... 

- part of **every content** in the required curriculum.
- addressed in **all content** by **all** teachers.
- focused on knowledge and skills **connected to academic language development** in the content areas.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Challenges English Language Learners (ELLs) Face

- Numbered Heads Together
  - At your tables, number off from 1 to 4.
  - Think of an ELL in your classroom.
  - Please stand when you can finish this phrase:
    - One challenge English Language Learners face in the classroom is . . .
  - Beginning with number 1, share your sentence with your group.
  - When everyone has shared, you may be seated.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Why the ELPS?

- Use page 20 titled “Understanding the ELPS Framework: (1)”

- find “Why the ELPS?” (In Resource Supplement).
  - Silently reflect on the statement you believe best represents the importance of the ELPS.
  - Stand up as soon as you have made your selection.
  - Find a partner from another table and discuss which statement you chose and why you selected it. Use the frame:

    \[ \text{I selected . . . because . . .} \]
ELLs Benefit From...

1. content-area instruction that is accommodated to their need for comprehensible input.
2. academic language instruction integrated into content-area instruction.
3. programs that hold high expectations for students for academic success.
4. language proficiency standards that provide a common framework for integrating language and content instruction for English learners.

How might the ELPS benefit students who are not ELLs?

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
ELPS Framework

- Chapter 74.4 English Language Proficiency Standards
  - Framework and summaries of ELPS
  - Introduction, District Responsibilities, Student Expectations, and Proficiency Level Descriptors (subsection a, b, c, d)

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Summary of ELPS Framework:
(Use to take notes)

(a) Big Ideas

(b) Big Responsibilities

(c) Student Expectations

(d) Proficiency Level Descriptors

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Getting Acquainted with ELPS PLD’s Matching Activity

- ELPS Proficiency Level Descriptors 2\textsuperscript{nd}-12\textsuperscript{th}
  - * What ELLs are able to do based on language proficiency level.
- Work in pairs. Use the template that shows the empty columns with the 4 language domains and the language proficiency levels.
- Place the cards with the descriptors in the correct column/row.
- Share your results!
  - * There are ELPS Proficiency Level Descriptors for K-1\textsuperscript{st} grade
Use page 4 from Resource Supplement. Find Ch. 74.4 (a)(1)

- Highlight the second sentence of (a)(1) that begins, “School districts shall implement. . . “

- Highlight first sentence of (a)(2) “in order for ELL’s …”

- Highlight the first sentence of (a)(3) that begins “Classroom instruction that effectively integrate. . . ”

- Draw a heart by a(3).

**What two things do teachers of ELLs need to integrate?**
The English language proficiency levels of **beginning**, **intermediate**, **advanced**, and **advanced high** are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing.

- **The proficiency level descriptors** outlined in subsection (d) of this section **show the progression of second language acquisition form one proficiency level to the next** and serve as a road map to help content area teachers instruct ELLs commensurate with student’s linguistic needs.
Requires that school districts identify the student’s English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels.
Read section (b)(1). Highlight all the words of this section.

Read section (b)(2). Highlight “linguistically accommodated (communicated, sequenced, and scaffolded commensurate with the student’s ...”

Read section (b)(3). Highlight “skills in subsection (c)”.

Read section (b)(4). Highlight “intensive, ongoing, foundational second language acquisition ... In grade 3 or higher”.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Teachers must...

- linguistically accommodate instruction.  
  74.4: (b)(2)

- integrate language proficiency student expectations.  
  74.4: (b)(3)

- be involved, as necessary, in intensive English language development for beginning and intermediate ELLs grade 3 or higher. § 74.4: (b)(4)

Read, reflect, share key points of chapter 74.4 (b)
Linguistically Accommodated Instruction

- Supplementary materials (manipulatives, charts, realia)
- Instructional delivery
- Tasks based on the student’s current level of language proficiency

Read p.18 Summaries of ELPS. Subsections (a, b, c)

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
What Are Your Plans to Linguistically Accommodate Instruction?

- Read p. 18. Student expectations section of ELPS Resource supplement and highlight strategies and skills under each of the 4 domains that you will cover more this school year, and that maybe in the past you have not covered in depth.

- Think-Pair-Share
Using the Linguistic Instructional Alignment Guide

See connections:

- English Language Proficiency Standards (ELPS)
- ELPS-TELPAS Proficiency Level Descriptors (PLD’S)
- Linguistic Accommodations
- College Career Readiness Standards (CCRS)
ELPS Linguistic Instructional Alignment

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Use the Linguistic Instructional Alignment Guide to complete the Scavenger Hunt Worksheet.
Alignment of Components

Partner A and B will...

- Explore the aligned components.
- Compare and contrast the similarities and differences between the K-1st and the 2nd-12th grade Reading and Writing PLD’s.
- Find the linguistic accommodations.
- Describe the format to your partner.
Compare and Contrast PLD’s

Work in groups:

- Create a graphic organizer to compare and contrast
- Compare and contrast the similarities and differences between the K-1\textsuperscript{st} and the 2\textsuperscript{nd}-12\textsuperscript{th} grade Reading and Writing PLD’s.

- Use the sentence stems to share your organizers:
  - “One similarity I noticed between the K-1 and 2-12 Reading PLD’s is...”
  - “One difference I noticed between the K-1 and 2\textsuperscript{nd}-12 Reading PLD’s is...”
  - “One similarity I noticed between the K-1 and 2-12 Writing PLD’s is...”
  - “One difference I noticed between the K-1 and 2-12 Writing PLD’s is...”
The ELPS require that linguistic accommodations used during instruction be monitored and adjusted as needed during the school year as students reach higher proficiency levels and/or become familiar with the content.
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.

There are separate PLD’s for listening speaking, reading and writing.
These descriptors define the stages of second language acquisition and are called English language proficiency levels.
The ELPS Student Expectations integrate and focus on skills that support both social and academic language development.

Now identify the ELPS Cross Curricular Student Expectations for the remaining language domains.
Activity: Assign Language Domains

Group by your assigned language domain (Listening, Speaking, Reading and Writing).

In your assigned group, identify the ELPS that a Beginning and an Intermediate ELL may need then brainstorm a classroom activity that would promote language development.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
College and Career Readiness Standards

- The CCRS represent a full range of knowledge and skills students are expected to know and be able to do, in order to succeed in entry-level college courses, as well as in a wide range of majors and careers.

- It is necessary that teachers consider these standards in instructional planning.
The CCRS are aligned to each linguistic domain, and represent competencies and skills that graduating students must have to continue their education beyond high school.

Now, identify the CCRS for the remaining language domains.
Suggested Teacher Behaviors

Linguistic accommodations are recommended language supports, which teachers incorporate as a means to make content area instruction accessible to ELLs.

Now identify the Suggested Teacher Behaviors for the rest of the language domains.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
By listing student’s names according to their individual language ratings, student’s proficiency levels will be aligned to suggested linguistic accommodations.
Using TELPAS DATA

The Confidential Student Report indicates the TELPAS proficiency ratings per language domain.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
**ELPS-TELPAS Proficiency Profile (I Do)**

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency

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### TELPAS Reading Results

<table>
<thead>
<tr>
<th>Reading Proficiency Rating</th>
<th>Number of Items Corrected/Total Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning</td>
<td>11/11</td>
</tr>
<tr>
<td>Intermediate</td>
<td>16/16</td>
</tr>
<tr>
<td>Advanced</td>
<td>15/18</td>
</tr>
<tr>
<td>Advanced High</td>
<td>15/18</td>
</tr>
</tbody>
</table>

*Total Items Corrected/Total Possible: 57/63*

**Reading Scale Score**

- **Spring 2011:** 222
- **Spring 2011:** 783

**Comprehension and Composite Scores**

- **Comprehension Score:** 4.0
- **TELPAS Composite Score:** 3.1

**TELPAS Proficiency Ratings**

- **Listening:** Advanced High
- **Speaking:** Advanced
- **Reading:** Advanced High
- **Writing:** Intermediate

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**Notes:**
- The scale score ranges for each reading proficiency rating in 2011 are...
- For more information about TELPAS, contact your child's school,
- Visit the Texas Education Agency website for more information.

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**Student 1**
ELPS-TELPAS Proficiency Profile (We Do)

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
ELPS-TELPAS Proficiency Profile (You Do)

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
### ELPS-TELPAS Proficiency Profile (You Do)

**Source:** ELPS Linguistic Instructional Alignment Guide, Texas Education Agency

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**TELPAS Reading Results**

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>Items Corrected/Tested</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning (Interpretive)</td>
<td>11/11</td>
</tr>
<tr>
<td>Intermediate (Interpretive)</td>
<td>16/16</td>
</tr>
<tr>
<td>Advanced (Interpretive)</td>
<td>15/18</td>
</tr>
<tr>
<td>Advanced High (Interpretive)</td>
<td>15/18</td>
</tr>
<tr>
<td>Total Items</td>
<td>57/63</td>
</tr>
</tbody>
</table>

**TELPAS Proficiency Ratings**

<table>
<thead>
<tr>
<th>Language Area</th>
<th>Proficiency Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>Advanced High (Advanced English)</td>
</tr>
<tr>
<td>Speaking</td>
<td>Advanced (Advanced English)</td>
</tr>
<tr>
<td>Reading</td>
<td>Advanced High (Advanced English)</td>
</tr>
<tr>
<td>Writing</td>
<td>Intermediate (Intermediate English)</td>
</tr>
</tbody>
</table>

**Comprehension and Composite Scores**

- Comprehension Score: 4.0 (Advanced English)
- TELPAS Composite Score: 3.7
- TELPAS Composite Rating: Advanced High (Advanced English)

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Student 1

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Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Utilizing the ELPS-TELPAS Proficiency Profile allows teachers to make meaningful instructional and linguistic decisions.
Using the LIAG to Write Lessons

- The ELPS Instructional Alignment Guide is designed to help teachers gather information needed to ensure that the classroom instruction meets the individual academic and linguistic needs of ELLs.

- Writing language and content objectives in a lesson will contribute to meeting the linguistic needs of ELL students.
Samples of Teacher Behavior for Developing Content Knowledge and Language

<table>
<thead>
<tr>
<th>Content</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Hands-on activities (labs)</td>
<td>□ Sentence starters</td>
</tr>
<tr>
<td>□ Graphic organizers</td>
<td>□ Structured academic dialogues</td>
</tr>
<tr>
<td>□ Learning logs</td>
<td>□ Modeling the use of academic language</td>
</tr>
<tr>
<td>□ Realia/Models</td>
<td>□ Writing/talking in complete sentences</td>
</tr>
<tr>
<td>□ Multimedia presentations</td>
<td></td>
</tr>
<tr>
<td>□ Providing native language resources and peer support</td>
<td></td>
</tr>
<tr>
<td>□ Adapted texts</td>
<td></td>
</tr>
</tbody>
</table>

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency

ELPS Resource Supplement. Teacher Behaviors p.27, 31, 35, 39, 43, 47
Performance-Based Activities

These activities are recommended for teachers to implement in their instruction as ways to gather information on student progress.
Engaging Performance-Based Activities that Promote Language Development

- **Science:** Putting the Pieces Together-Connection Card Sort
  - Kinder-Needs of Organisms
  - 5<sup>th</sup> grade-Phase Changes

- **Math:** Comparing Whole Numbers In A Conga Line
  - 1-5<sup>th</sup> grade-Whole Numbers and Place Value

- **Language Arts:** Sequencing
  - 3<sup>rd</sup> grade-Sequencing Words
  - 7<sup>th</sup> grade-Point of View

- **Social Studies:** T-Chart, Pair, Defend
  - 4<sup>th</sup> grade-Spanish Missions
Addressing the Needs of Beginning and Intermediate Students

- How do I know ensure that I am addressing the beginning and intermediate students in my lessons?

Linguistic accommodations for all lessons:

- Go to p.27 of ELPS Resource Supplement to ensure that teacher behaviors for beginner and intermediate students are implemented within the processes of any lesson.

Performance Base Lessons with Linguistic Accommodations for Beginner & Intermediate

- Work with a partner
- At your table there are sets of lessons for each content area. Pick a lesson to work with it.
- Look at the lesson’s processes (how).
- Use p. 27, 31, 35, 39, 43, 47 of the ELPS Resource Supplement on teacher behaviors for beginner and intermediate students.
- Identify where you can place 2 of teacher behaviors from each domain into the processes of your selected lesson. Where would the behaviors go?
Share Out

- How does this lesson contribute to language development?
Suggested Performance-Based

**Listening/Speaking Activities**

- **Framed Oral Recap** - use sentence stems to discuss what was learned:
  “Today I realized...,”
  “Now I know...,” or
  “The most important thing I learned was...”

- **W.I.T. Questioning** - promote elaboration in discussion, students use 3 stems (Seidlitz & Perryman, 2008):
  “What do you think...?”
  “Is there another...?”
  “Tell me more about...?”

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Suggested Performance-Based Reading Activities

- **Partner Reading** - Partners alternate reading a paragraph. One reads while the other summarizes and/or asks questions.

- **Scanning** - Student scan through text backwards looking for familiar terms. Teacher gives meaning of the terms as it appears in the context.

- **Native Language Texts** – Native language translations or summaries, wordlists, glossaries or related literature to support understanding.

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Suggested Performance-Based Writing Activities

- **Graphic organizers** – non-linguistic representations to organize information visually helps process and retain information. (Marzano, Pickering, 2001)

- **Read, Write, Pair, Share** – students read a text, write their thoughts on it using a sentence starter, pair up with another student, share their writing, and comment on one another's writing. (Fisher & Frey)

- **Double Entry Journal** – Using a 2 column journal, students write in the 1st column, words, phrases, ideas that they find interesting. In the other, they write the reasons, or ways they can use them in their own writing. (Samway, 2006)

Source: ELPS Linguistic Instructional Alignment Guide, Texas Education Agency
Effective instruction in second language acquisition involves providing ELLs opportunities to listen, speak, read and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read, hear and are expected to speak and write.
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