ELPS
toolkit

REGION 13
EDUCATION SERVICE CENTER

Sample

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INTRODUCTION

WHY DO I NEED THIS TOOLKIT?

The English Language Proficiency Standards (ELPS) Toolkit will assist teachers in incorporating the ELPS with lesson development and instructional delivery in order to improve English Language Learners' (ELLs) language acquisition and content area knowledge.

Teachers may use this toolkit to design and provide instruction that is:

- aligned to the ELPS
- differentiated according to language proficiency
- structured to develop academic language for ELLs

WHAT IS A QR CODE AND HOW DO I USE IT?

A QR code is a matrix bar code read by a smartphone or other mobile device with a barcode reader.

1. First, you will need an app that reads QR codes (newer smartphone models often have an app pre-installed on them). Many different apps are available, free and paid. Just search for "QR code" in your app store and download one.

2. Next, choose the QR code you would like to scan and open the app. Some apps require you to take a picture, while others automatically scan the QR code once you have focused the camera on it.

3. Finally, you will get a prompt showing the information in the QR code. Visit the URL, which is also stored for future reference.

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WHAT ARE THE ELPS?

This section will outline and define the ELPS in detail, including the four components it comprises, the student expectations in all four language domains (listening, speaking, reading, writing), and the Proficiency Level Descriptors used to help identify student language levels.

The English Language Proficiency Standards (ELPS) outline the instruction that school districts **must** provide to ELLs to ensure that they have sufficient opportunity to learn English and succeed academically.

Per the Texas Administrative Code (§74.4.), each school district must implement the ELPS as an integral part of each subject in the required curriculum. Cross-curricular second language acquisition essential knowledge and skills include learning strategies, listening, speaking, reading, and writing. The ELPS that align with each of these four language domains must be published and used in instruction for all ELLs in grades K-12.

Teachers and instructional leaders well-versed in the framework of Sheltered Instruction should be adequately prepared to ensure that the ELPS are effectively integrated into curriculum and instruction for ELLs.

THE ELPS

Scan this QR code to view the law or visit this link:

http://bit.ly/1xu3yhM

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STUDENT INTERACTION

| Teachers support student interaction by: |
| --- |
| ○ using cooperative learning structures to help students develop language while processing content knowledge. |
| ○ grouping students in configurations that support cooperative learning and developing academic language. |
| ○ modeling for students some appropriate responses to open-ended questions. |
| ○ encouraging students to answer in complete sentences. |
| ○ giving students sufficient wait time to compose responses to open-ended questions. |
| ○ using sentence stems and paragraph frames to scaffold academic language for students. |
| ○ having students process responses to questions about content in small groups rather than relying on whole class discussions where teacher asks for volunteers. |

ELPS IN ACTION

1. Affinity Diagram

An affinity diagram is an engaging way to get students working with each other while providing them with a frame to understand the expectation for class. The steps in completing an affinity diagram include

- brainstorm ideas
- reorganize them
- eliminate non-related ideas
- group and categorize remaining related ideas
- present to group
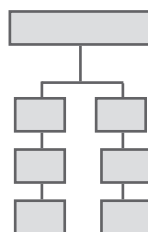
2. Carousel Brainstorming

This strategy gets students up and moving! Post charts on the wall with key questions or ideas at the top. Groups are formed and one person scribes for the group and adds to the chart as they brainstorm. Groups move to a new chart, read other groups' responses, and then add to the chart. Teams may use a different color of marker to help teachers and students track of who is adding comments.

3. Inside-Outside Circle

This strategy is great to move students out of their regular groups and talk to other students. Begin by dividing the class in half. One group forms a circle facing outward, while the others find one person in the circle to stand opposite, so there are two circles of people facing each other. Students can review and share information, and the outer circle can move easily to generate more responses or discuss new information. If you have beginners, you could let them be silent partners and follow someone else or give them a sentence starter to help them begin.

INSIDE-OUTSIDE CIRCLE

http://bit.ly/1BwXAyG

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STUDENT INTERACTION

4. Canned Questions

Students are given a series of question stems ranging from the lowest to the highest level of Bloom's taxonomy so that they can participate in discussions about a topic.

For example:

- What is ____?
- How do ____?
- What would be a better approach to ____?
- How do you know that ____? (Vogt & Echevarria, 2006)

Questions are placed in a can. Students are placed in groups. The teacher or students draw out the questions, one by one, and work together to answer each question.

5. Discussion Starter Cards

Small cards containing sentence starters for students to use when beginning an academic conversation or seeking ways to extend a conversation.

For example:

In my opinion…

I think…

Another possibility is....
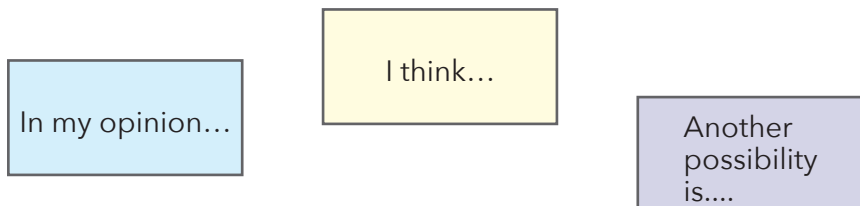
6. Conga Line

Students form two lines facing one another. Students in each row share ideas, review concepts, or ask one another questions using sentence starters that contain academic language with the person across from him or her. After the first discussion, one row moves and the other remains stationary so that each student now has a new partner. (Vogt & Echevarria, 2006)

7. Numbered Heads Together

This strategy enables the teacher to check for understanding while engaging students in simultaneous interaction and group processing. When working with English Language Learners, it's important to give wait time between steps 3 and 4. English Language Learners need time to process not just the content-based response to the question but the language they'll use to articulate the response.

1. Students number off from one to four.
2. Students move into groups.
3. Teacher poses a question.
4. Students think and discuss in their groups.
5. Teacher calls a number and students respond.

(Kagan, 1994)

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STUDENT INTERACTION

8. Jigsaw What You Know

1. Choose a topic or concept that has two to four possible parts or qualities (e.g., animals or food)
2. Assign each part to a specific area in the classroom. Label the areas with pictures or words.
3. Using index cards, assign students to an area that has words or pictures related to one of the concept's parts.
4. Place resources and/or texts related to the concept in each designated area for students to use as a resource and learn about their assigned topics.
5. After each group reviews the resources, they use the information to create small posters that explain their particular aspects of the topics.
6. Each group will teach the rest of the class about their topics and add their posters to the whole class display. (Echevarria, Vogt, & Short, 2008)

The videos below from www.theteachertoolkit.com showcase interactive strategies that engage all students in structured activities to further promote language output. Each contains a description and ready-to-use teacher tools. Scan the QR codes to view the videos or use the direct link provided.
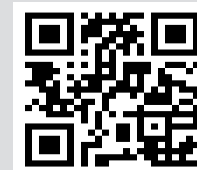
JIGSAW

http://bit.ly/1Lw6pZS

WALK,TALK, DECIDE

http://bit.ly/1Lw4Fjq

FOUR CORNERS

http://bit.ly/1H6Reqr

GALLERY WALK

http://bit.ly/1ConhN3

Sample

Student Interaction

STUDENT INTERACTION

NOTHING VENTURED

http://bit.ly/1Gvfuhp

FIND SOMEONE WHO

http://bit.ly/1dbuZUf

SENTENCE STEMS

Student Interaction
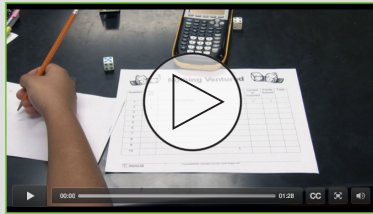
BEGINNER	INTERMEDIATE	ADVANCED	ADVANCED HIGH
• I feel/think/ believe ____. • In my opinion ____. • I wonder ____. • I like the idea that ____. • The way I would ____.	• My suggestion would be ____ because ____. • I agree/disagree that ____ because ____. • After considering____ I think ____. • What is ____? • ____ is ____. • What did you notice about/in ____? • I noticed ____. • First you ____ then ____. • Why do you think ___ is important? • ____ is important because ____. • What are the characteristics/attributes of ____? • One of the characteristic/ attributes of ____ is ____.	• What do you think causes ____? • I think ____ caused ____ because ____. • In my opinion ____ happened because of ____. • How do you feel when/about ____? • What do you think about ____? • What is your opinion about ____? • My view on the matter is ____. • I agree/disagree with that ____ because ____. • Why do you think ___?	• Is there another ____? • Another ____ might be ____ since ____. • What else can you tell me about ____? • I would explain the story/concept to a friend by ____. • Scientists/Historians/ Mathematicians/Writers use the word/phrase ____ to ____. • I would describe ____ to someone outside of school by ____. • I would describe ____ using scientific/social studies/ mathematical/ literary language by ____.

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STUDENT **INTERACTION**

1(B) monitor oral and written language production and employ self-corrective techniques or other resources;

1(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);

1(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and

1(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.

2(A) distinguish sounds and intonation patterns of English with increasing ease;

2(D) monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed;

2(F) listen to and derive meaning from a variety of media such as audio tape, video, DVD, and CD ROM to build and reinforce concept and language attainment;

2(G) understand the general meaning, main points, and important details of spoken language ranging from situations in which topics, language, and contexts are familiar to unfamiliar;

2(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations; and

2(I) demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking notes commensurate with content and grade-level needs.

3(A) practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;

3(B) expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places,and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;

3(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;

3(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;

3(E) share information in cooperative learning interactions;

3(F) ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and content based vocabulary during extended speaking assignments;

3(G) express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;

3(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;

3(I) adapt spoken language appropriately for formal and informal purposes.

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