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**Sample**

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## Preparation Manual:

154 ESL Supplemental

## Inserts:

Big Ideas for Building Language by Proficiency Level

Stages of Oral Language Development Aligned With TELPAS Proficiency Levels

# Sample

# STAGES OF LANGUAGE ACQUISITION

Texas **proficiency level descriptors (PLDs)** align with Krashen and Terrell's five stages of second language acquisition. Students learning a second language will progress through predictable stages of acquisition. How quickly they progress depends on many factors, including level of formal education, family background, and length of time spent in the country.

Here you can see how the stages align to the PLDs:

| THEORY                     | PLDs          |
|----------------------------|---------------|
| Pre-production Stage       | BEGINNING     |
| Early Production Stage     |               |
| Speech Emergence Stage     | INTERMEDIATE  |
| Intermediate Fluency Stage | ADVANCED      |
| Near Proficient Stage      | ADVANCED HIGH |

## BEGINNING LISTENING AND SPEAKING

### THEORY

#### Pre-production Stage Characteristics (Low Beginning)

- Silent period
- Demonstrates comprehension physically
- Comprehends key words only
- Relies heavily on context
- Responds in ways other than speaking
- May respond with single words
- Shows minimal comprehension

#### Early Production Stage Characteristics (High Beginning)

- Verbalizes key words heard
- Relies heavily on context
- Responds with one or two words or short phrases
- Mimics frequently used expressions independently
- Listens with greater comprehension
- Demonstrates increased confidence

## BEGINNING LISTENING

### PLDs

Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.

These students:

- struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures).
- struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs.
- may not seek clarification in English when failing to comprehend the English they hear, frequently remaining silent and watching others for cues.

This is what a beginner listener might understand.

X xxxx xxxx xxxxxxxx xxxx xxx xxx **today. We are going** xx xx xxxxx xx x xxxxx xxxx xxxx xxxx.  
Xx **Thursday** xxxxx xxx xxxxxxxxxxxxxxxx, xx xxxx xxxx xxx **buses** xxx xx xxxx xxx xxxxxxx **day.** Xx  
xxxxx xx xx xxxxxxxx xx **go,** xxx xxxx xxxx xxxx **parents** xxxx xxx xxxx xxxx xxxxxxxxxxx xxxx.  
Xx xxxx **parents** xxxxx **like** xx xxxxxxxxxxx, xxxxx xx x xxxxx xx xxx xxxx xxx xxxx xx xxxxxxxxxxx.  
**Please** xxx xxxx xx xxxx **backpack** xx xxxx **home** xxxxxxx. Xxxxxxxxx, xxx xxxx xx xxxxx xx  
xxxx xxxxxx xx xxx xxxx xxx xx xxxx xx **go** xxxx xx.

These students are a beginning listeners because. . .

## BEGINNING SPEAKING

### PLDs

Beginning English language learners (ELLs) have little or no ability to speak English used in academic and social settings.

These students:

- mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; they may be hesitant to speak and often give up in their attempts to communicate.
- speak 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 settings.

- lack the knowledge of English grammar necessary to connect ideas and speak in sentences; they can sometimes produce sentences using recently practiced, memorized, or highly familiar material.
- exhibit second-language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material.
- typically use pronunciation that significantly inhibits communication.

## ACTIVITY

My name is \_\_\_\_\_. I am 13 year old from Vietnam. I hair is long. I tall, thin. . . have black eye. Favorite color yellow, pink, blue. Favorite food chicken. . . Favorite sport volleyball and basketball. I like read romance book. . . I like go my mom supermarket.

This student is a beginning speaker because. . .

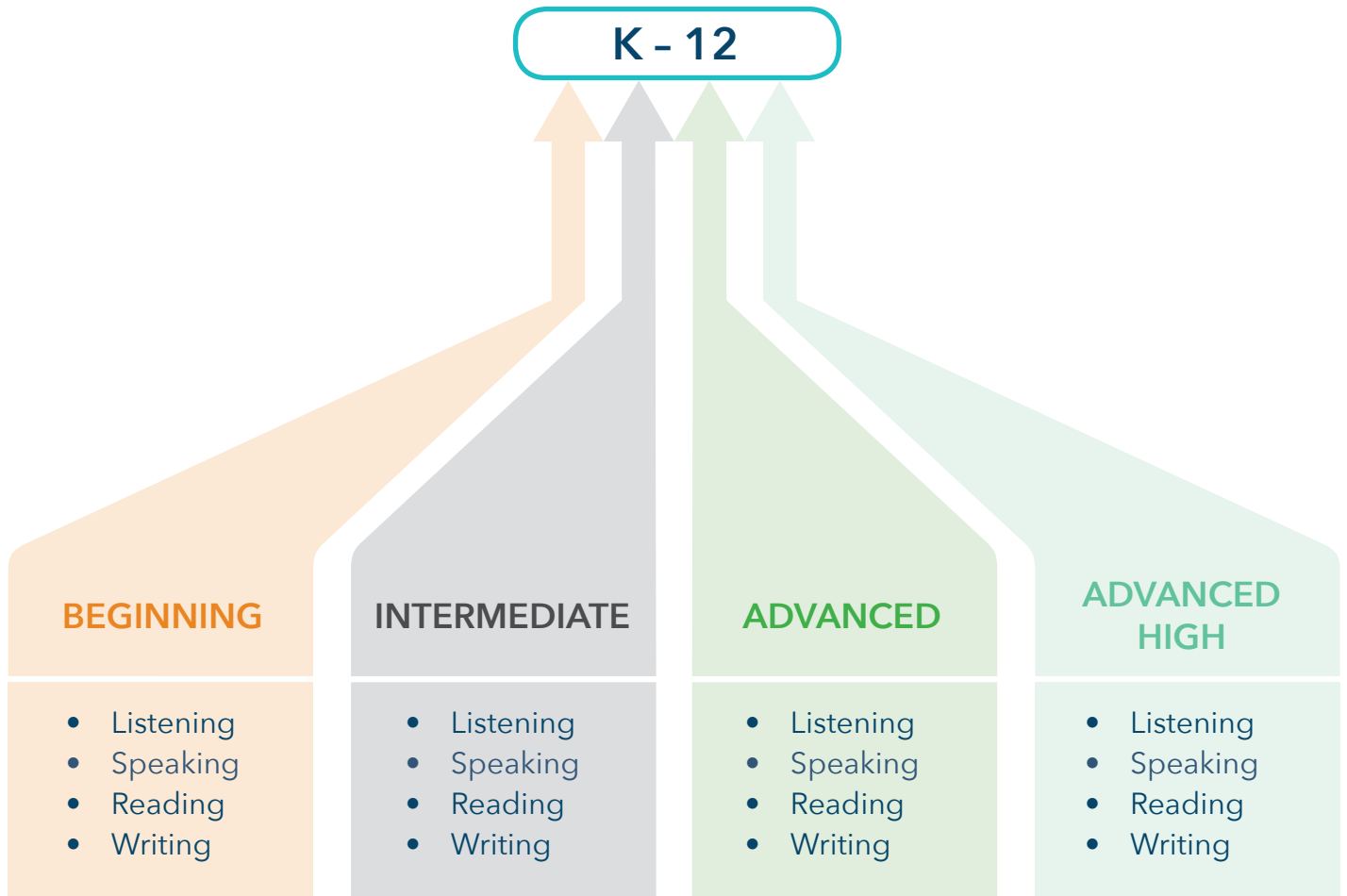
## INTERMEDIATE LISTENING AND SPEAKING

### THEORY

#### Speech Emergence Stage Characteristics

- Produces whole sentences
- Hears smaller elements of language
- Shows good comprehension when given rich context
- Functions at a social level
- Speaks with less hesitation
- Shows greater comprehension
- Experiments with original language production

# Proficiency Levels



Sample



### LISTENING: COMPREHENSION CLASSROOM STRATEGIES

- Listening for details
- Integrated with writing
- Lectures/note-taking
- Provide graphic organizers

#### Lectures/Note-Taking

Note-taking is a helpful skill for students. It allows them to follow along during a lecture, organize their learning, and study the information later. However, teaching note-taking can be a challenge.

Here are a few tips:

- **Provide an outline.** Write an outline on the board or provide students with an outline of the lecture they are about to hear. Students often write down what a teacher does, so be judicious with what you write. Students will need to be taught how to use their outline. Refer to it often during your lecture. Point out when you have changed topics and where it appears either on the board or their handout.
- **Use a graphic organizer.** Most lectures follow a sequential order, and a graphic organizer can lay out this order for your students to follow. Make sure the organizer you pick will make sense to you and your students. You will have to model how to use the organizer in the beginning.

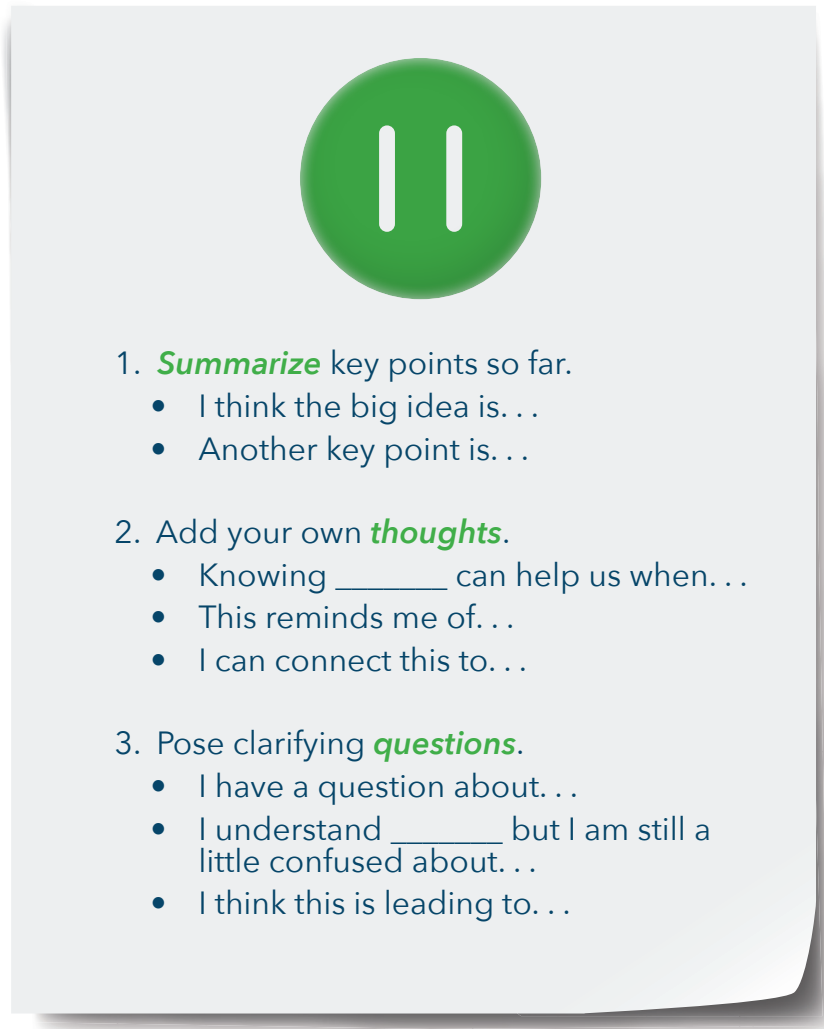
The  
Teacher Toolkit  
is a great website to  
find graphic organizers  
that you can download  
and edit to fit your  
needs.



<http://bit.ly/1LKeklO>

- **Model! Model! Model!** Tell your students what they should record (e.g., sample problems, examples, solutions to problems, dates, and so on.). Students will need guidance on the expectations for your class, and classes will vary based on teacher expectation and content.

- **Provide think time.** Pause during your lecture and challenge your students to paraphrase, restate, retell, or rewrite definitions in their own words. Allow think time for students to process the information and ask clarifying questions.
  - ⇒ **The 3-minute pause** is a great strategy to get students thinking. Put the poster somewhere easily accessible to all students and challenge them to use a sentence stem from the poster to think through their notes. This can be done orally and/or in writing.



- **Use notes in class activities.** Students will get better at note-taking if they see a purpose and return on their investment. Provide students with an opportunity to use their notes to complete classroom activities.

## Cornell Notes

**Cornell notes** are a common note-taking format in secondary classrooms. Students divide their paper into four sections:

1. **The header:** Name, date, and topic are entered here.
2. **The footer:** Leaving five for six lines at the bottom of the paper, the student will write a summary of the information here.
3. **The middle section** is divided vertically in two.
  - a. The right-hand side, which should be the larger box, is where their notes from the lecture or reading are written.
  - b. The left-hand side is where students write questions or key points from the notes to help them with their summary.

| Header                        |                          |
|-------------------------------|--------------------------|
| Questions<br>or<br>Key Points | Lecture or Reading Notes |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
|                               |                          |
| Summary                       |                          |

**LISTENING: COMPREHENSION CLASSROOM STRATEGIES**

- May need occasional processing time
- Comprehend content with little dependence on visuals, verbal cues, and gestures
- Some exceptions may exist when complex academic or highly specialized language is used

**CHECK FOR UNDERSTANDING**

How can we support content-area comprehension in the listening domain?

Back and Forth:

My partner's explanation of how to support listening for ELLs in the classroom: \_\_\_\_\_

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**CHECK FOR ACCURACY**

Is there anything in the explanation that needs to be corrected? If so, write the corrections here.

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## TEXES 154 EXAMPLE

Which of the following best explain why ELLs need to receive direct instruction in the use of nonverbal elements of English?

- A. The meaning of gestures and body language vary from culture to culture.
- B. People need explicit instruction in nonverbal communication because they lack instinctive communication skills.
- C. Cultures associated with English tend to have more taboos related to the body than other cultures.
- D. Nonverbal gestures only have meaning when they are connected to specific phrases in the oral language.