9-1-1
Call the ELPS
for My Math Classroom

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Training Goals

Content Objective

Participants will explore components for providing K-12 instruction commensurate to English language learners' linguistic needs in the Math classroom.

Language Objective

Participants will discuss the implementation of the English Language Proficiency Standards based on the linguistic needs of their K-12 English language learners in the Math classroom.

What are the ELPS?

- What are the ELPS?

https://youtu.be/VafI5-Dwc4E

by Karen Lewis, 2017

Why the ELPS?

- ELs benefit from content-area instruction that is accommodated to their need for comprehensible input (Krashen, 1983; Echevarria, Vogt, and Short, 2008).

- ELs benefit from academic language instruction integrated into content-area instruction (Crandall, 1987; Snow et. al. 1989).

- ELs benefit from programs that hold high expectations for students for academic success (Collier, 1992; Lucas et. al. 1990; Samway & McKeon 2007).

- Language proficiency standards provide a common framework for integrating language and content instruction for English Learners (Short, 2000).

Curriculum for ELs must be…

- Communicated

- Sequenced

- Scaffolded

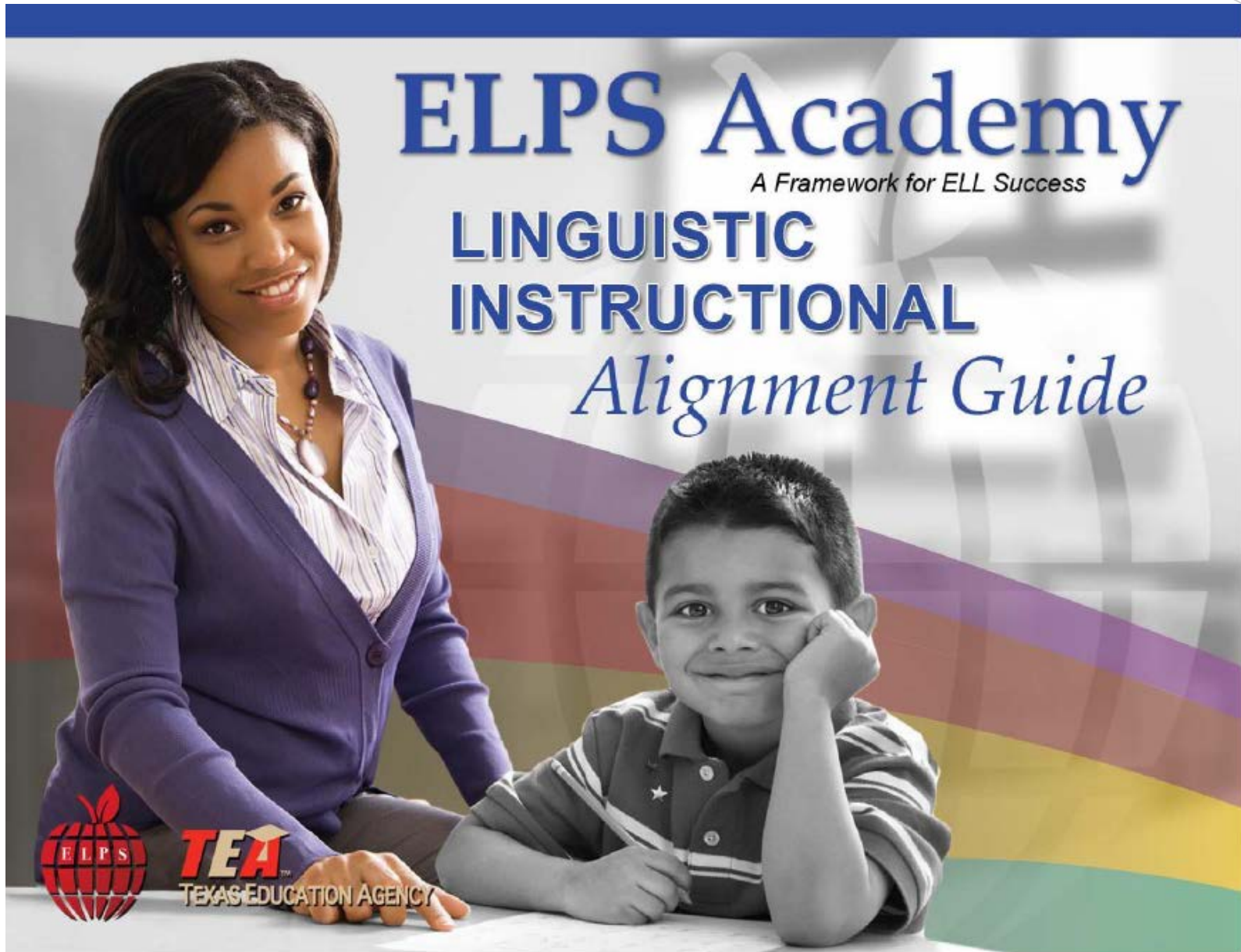**Second-Langauge Acquisition Instruction must be…**

- Focused

- Targeted

- Systematic

Texas Gateway Resource

- www.texasgateway.org
- Log In
- Search: ELPS Math
- Find: Implementing the ELPS in Mathematics

ELPS Academy Resource
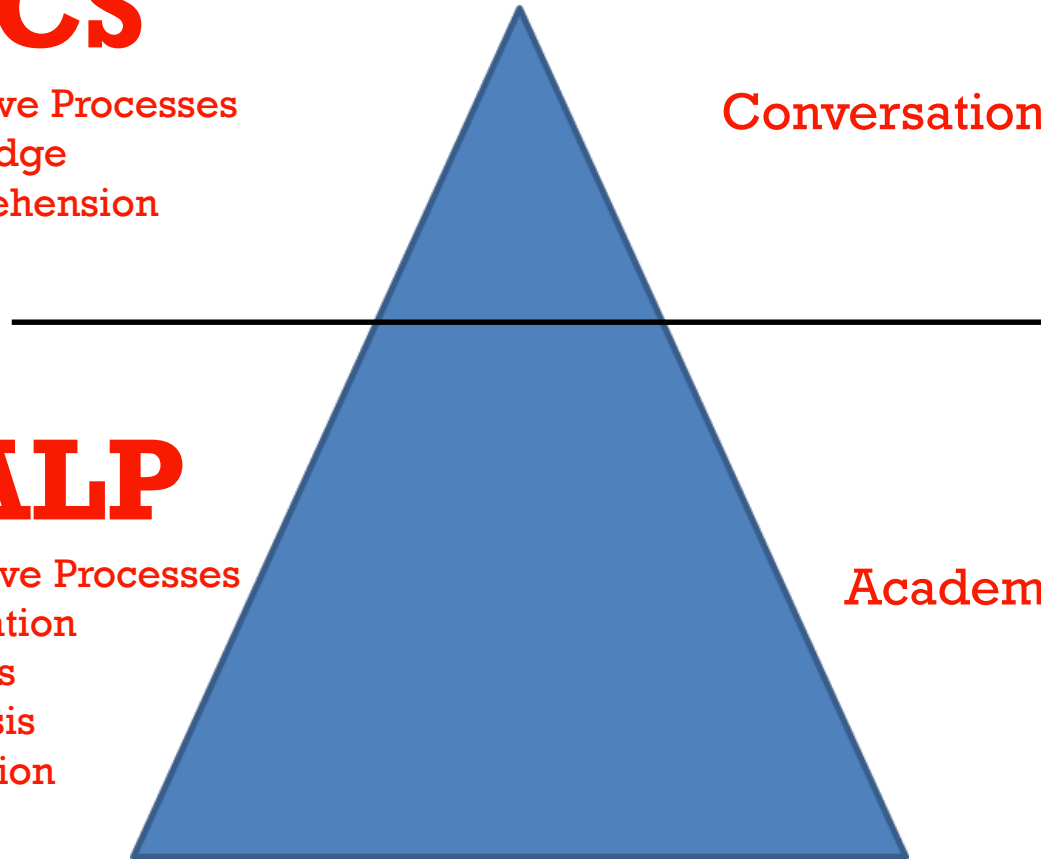
Dual Iceberg Model with 2 Languages

Conversational Language in L1

Conversational Language in L2

Academic Language Proficiency in L1

Academic Language Proficiency in L2

CUP = Common Underlying Proficiency
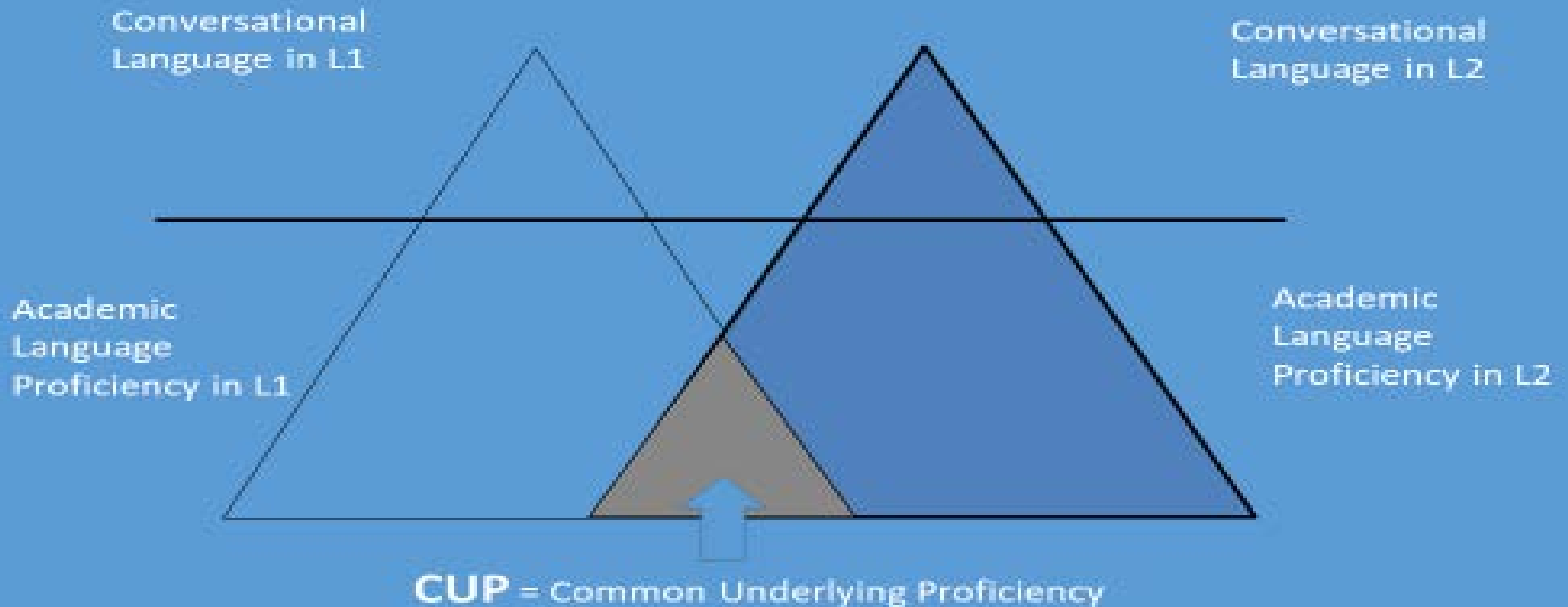
What is being done in my campus to address ELLs needs?

Strategy: Consensus Place Mat
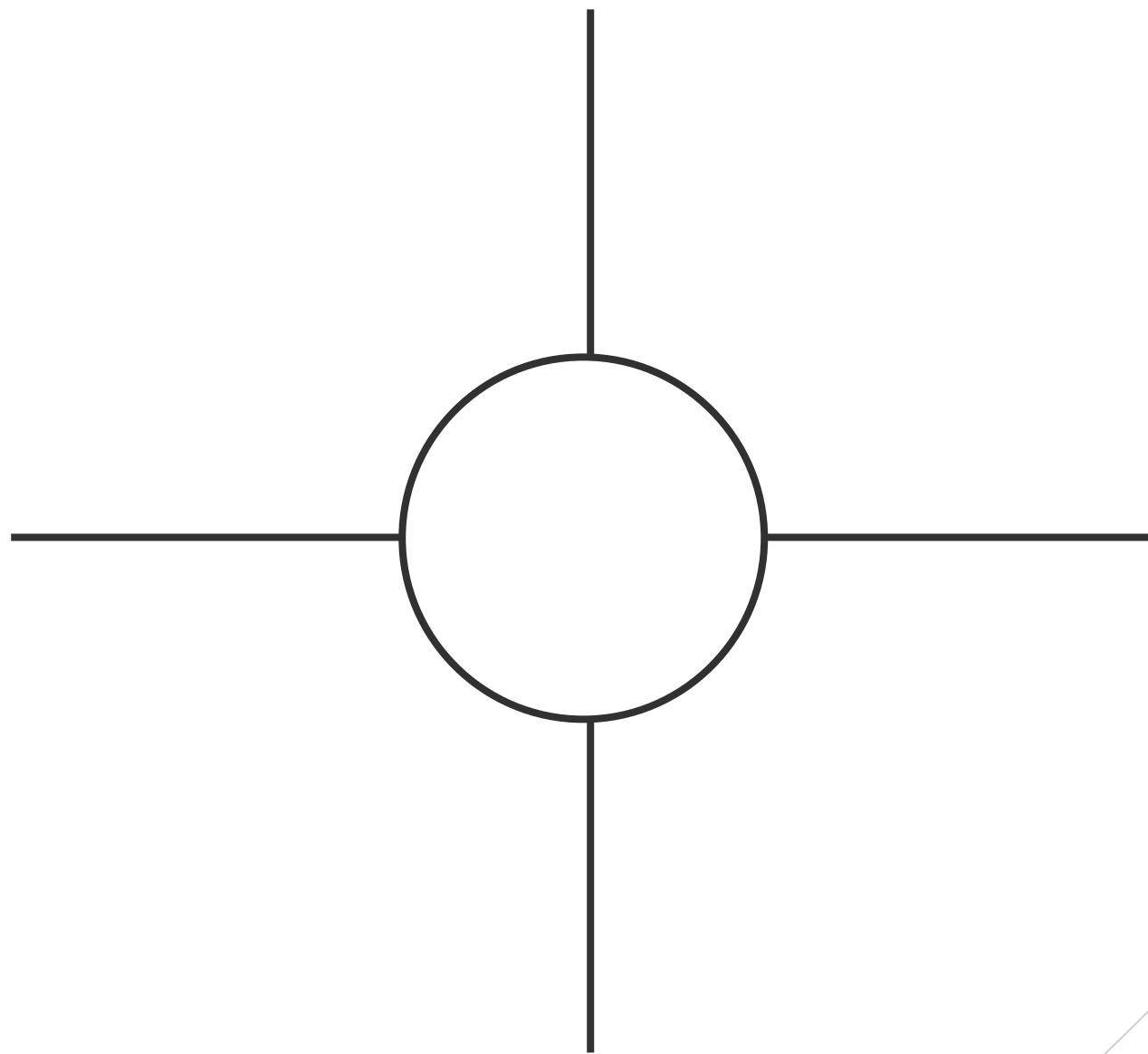
Listening

What Might a <u>Beginning</u> Listener Understand?

Nonacademic Listening Sample

I have some exciting news for you **today. We are going** to be going on a field trip next week. On **Thursday** after the announcements, we will load the **buses** and be gone the entire **day**. In order to be permitted to **go**, you must have your **parents** read and sign this permission slip. If your **parents** would **like** to chaperone, there is a place on the form for them to volunteer. **Please** put this in your **backpack** to take **home** tonight. Remember, you have to bring it back signed or you will not be able to **go** with us.

Text in **bold, red** print represents text that might be understood.

In Other Words

… **today. We are going** …

Thursday … **buses** … **day** … **go** …

parents … **parents** … **like** …

Please … **backpack** … **home** … **go**

…

What Might an <u>Intermediate</u> Listener Understand?

I have some exciting news for **you today. We are going** to be going on a **field trip next week. On Thursday** after the announcements, **we will** load **the buses** and be gone the entire **day**. In order to be permitted **to go**, you must have your **parents read and sign this** permission slip. If your **parents** would **like to** chaperone, there is a place on the form for them to volunteer. **Please put this in your backpack** to **take home tonight. Remember**, you have to **bring it** back signed or you will not be able to **go with us.**

What Might an <u>Advanced</u> Listener Understand?

I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, **we will load the buses and be gone** the entire **day**. In order to be permitted **to go, you** must **have your parents read and sign this permission slip. If your parents would like** to chaperone, **there is a place on the form** for them to volunteer. **Please put this in your backpack** to **take home tonight. Remember**, you have to **bring it** back signed **or you will not** be able to **go with us.**

What Might an <u>Advanced High</u> Listener Understand?

I have some exciting news for you today. We are going to be going on a field trip next week. On Thursday after the announcements, we will load the buses and be gone the entire day. In order to be permitted to go, you must have your parents read and sign this permission slip. If your parents would like to chaperone, there is a place on the form for them to volunteer. Please put this in your backpack to take home tonight. Remember, you have to bring it back signed or you will not be able to go with us.

Why the ELPS?

1. **Attain English proficiency**

2. **Develop academic language**

3. **Meet the same challenging academic content and academic standards that all students are expected to meet**

ELPS Linguistic Instructional Alignment Guide

Allows teachers to see connections between

- *English Language Proficiency Standards (ELPS)*

- *ELPS-TELPAS Proficiency Level Descriptors (PLDs)*

- *Linguistic Accommodations/Teacher Behaviors*

- *College Career Readiness Standards (CCRS)*

Alignment of Components

Listening K-12

Speaking K-12

Reading K-1

Reading 2-12

Writing K-1

Writing 2-12

Curriculum Requirements Chapter 74.4. (a) (6)

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 from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

ELPS-TELPAS Proficiency Level Descriptors

- The PLDs 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 PLDs for listening, speaking, reading, and writing.

Student Expectations

Student Expectations (highlighted)

Introduction	District Responsibilities
a1: Part of required curriculum for each subject including **proficiency standards and level descriptors** a2: ELLs need social and academic English language proficiency to be successful a3: Instruction must integrate **social and academic English** in content areas a4: ELLs must read, write, listen, and speak in increasing complexity a5: Student Expectations of ELPS apply to K-12 students a6: Level descriptors are not grade specific and serve as a road map.	b1: Identify students' proficiency levels using proficiency level descriptors b2: Provide **linguistically accommodated** content instruction (communicated, sequenced, scaffolded) b3: Provide linguistically accommodated content-based language instruction b4: Focused, targeted, and systematic language instruction for beginning and intermediate ELLs (Grade 3 or higher)

Learning Strategies

c1A: Use prior knowledge to learn new language c1B: Monitor language with self-corrective techniques c1C: Use techniques to learn new vocabulary c1D: Speak using learning strategies	c1E: Use and reuse new basic and academic language to internalize language c1F: Use accessible language to learn new language c1G: Distinguish formal and informal English c1H: Expand repertoire of language learning strategies

Listening / Speaking

Listening	Speaking
c2A: Distinguish sound and intonation c2B: Recognize English sound system in new vocabulary c2C: Learn new language heard in classroom interactions and instruction c2D: Monitor understanding and seek clarification c2E: Use visual, contextual linguistic support to confirm and enhance understanding c2F: Derive meaning from a variety of media c2G: Understand general meaning, main points, and details c2H: Understand implicit ideas and information c2I: Demonstrate listening comprehension	c3A: Practice using English sound system in new vocabulary c3B: Use new vocabulary in stories, descriptions, and classroom communication c3C: Speak using a variety of sentence structures c3D: Speak using grade level content area vocabulary in context c3E: Share in cooperative groups c3F: Ask and give information using high-frequency and content area vocabulary c3G: Express opinions, ideas and feelings c3H: Narrate, describe and explain c3I: Adapt spoken language for formal and informal purposes c3J: Respond orally to information from a variety of media sources

Reading / Writing

Reading	Writing
c4A: Learn relationships of sounds and letters in English c4B: Recognize directionality of English text c4C: Develop sight vocabulary and language structures c4D: Use prereading supports c4E: Read linguistically accommodated content area materials c4F: Use visual and contextual supports to read text c4G: Show comprehension of English text individually and in groups c4H: Read silently with comprehension c4I: Show comprehension through basic reading skills c4J: Show comprehension through inferential skills c4K: Show comprehension through analytical skills	c5A: Learn relationships between sounds and letters when writing c5B: Write using newly acquired vocabulary c5C: Spell familiar English words c5D: Edit writing c5E: Employ complex grammatical structures c5F: Write using variety of sentence structures and words c5G: Narrate, describe, and explain in writing

* These summaries must be used in conjunction with cross-curricular student expectations when planning instruction.

Linguistic Accommodations for each Proficiency Level*

Sequence of Language Development	Communicating and Scaffolding Instruction			
	Listening Teachers...	**Speaking** Teachers...	**Reading** Teachers...	**Writing** Teachers...
Beginning Students (A)	• Allow use of same language peer and native language support • Expect student to struggle to understand simple conversations • Use gestures and movement and other linguistic support to communicate language and expectations	• Provide short sentence stems and single words for practice before conversations • Allow some nonparticipation in simple conversations • Provide word bank of key vocabulary • Model pronunciation of social and academic language	• Organize reading in chunks • Practice high frequency, concrete terms • Use visual and linguistic supports • Explain classroom environmental print • Use adapted text	• Allow drawing and use of native language to express concepts • Allow student to use high frequency recently memorized, and short, simple, sentences • Provide short, simple sentence stems with present tense and high frequency vocabulary
Intermediate (B)	• Provide visuals, slower speech, verbal cues, simplified language • Preteach vocabulary before discussions and lectures • Teach phrases for student to request speakers repeat, slow down, or rephrase speech	• Allow extra processing time • Provide sentence stems with simple sentence structures and tenses • Model and provide practice in pronunciation of academic terms	• Allow wide range of reading • Allow grade-level comprehension and analysis of tasks including drawing and use of native language and peer collaboration • Provide high level of visual and linguistic supports with adapted text and pretaught vocabulary	• Allow drawing and use of native language to express academic concepts • Allow writing on familiar, concrete topics • Avoid assessment of language errors in content area writing • Provide simple sentence stems and scaffolded writing assignments
Advanced (C)	• Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations • Provide opportunities for student to request clarification, repetition and rephrasing	• Allow extra time after pauses • Provide sentence stems with past, present, future, and complex grammar, and vocabulary with content-based and abstract terms	• Allow abstract grade-level reading comprehension and analysis with peer support • Provide visual and linguistic supports including adapted text for unfamiliar topics	• Provide grade-level appropriate writing tasks • Allow abstract and technical writing with linguistic support including teacher modeling and student interaction • Provide complex sentence stems for scaffolded writing assignments
Advanced High (D)	• Allow some extra time when academic material is complex and unfamiliar • Provide visuals, verbal cues, and gestures when material is complex and unfamiliar	• Opportunities for extended discussions • Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms	• Allow abstract grade-level reading • Provide minimal visual and linguistic supports • Allow grade level comprehension and analysis tasks with peer collaboration	• Provide complex grade-level appropriate writing tasks • Allow abstract and technical writing with minimal linguistic support • Use genre analysis to identify and use features of advanced English writing

*Guidelines at specific proficiency levels may be beneficial for students at all levels of proficiency depending on the context of instructional delivery, materials, and students' background knowledge.

CONTENT AREA DIFFERENCES

The two goals of ELPS implementation are **second language acquisition** and **quality content-area instruction**. See how the Content and Language stategies differ between the four ELPS strands.

MATH

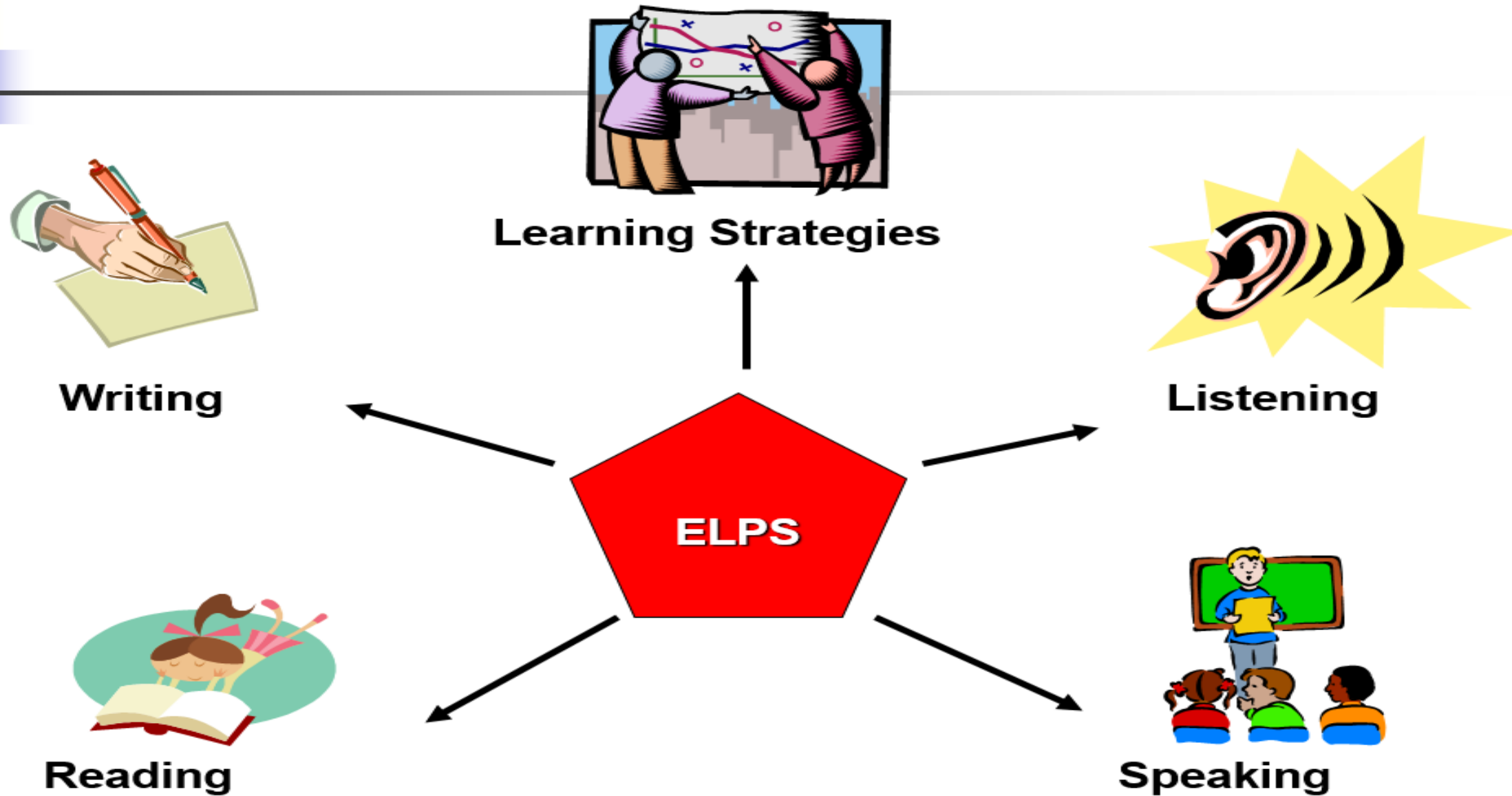| Content:	Language:
• Manipulatives • Graphs • Using native language peers to clarify concepts • Number lines • Providing native language resources	• Vocabulary strategies • Sentence starters • Structured math dialogues • Modeling the use of academic language • Writing/talking in complete sentences

Language Objectives

Language Objectives Aligned to Cross-Curricular Student Expectations
(subsection c)

Learning Strategies	
1A: Use what they know about ___ to predict the meaning of ... 1B: Check how well they are able to say ... 1C: Use ___ to learn new vocabulary about... 1D: Use strategies such as ___ to discuss...	1E: Use and reuse the words/phrases ___ in a discussion/writing activity about... 1F: Use the phrase ___ to learn the meaning of ... 1G: Use formal/informal English to describe... 1H: Use strategies such as ___ to learn the meaning of...

Listening	Speaking
2A: Recognize correct pronunciation of .... 2B: Recognize sounds used in the words ... 2C: Identify words and phrases heard in a discussion about ... 2D: Check for understanding by ..../Seek help by ... 2E: Use supports such as ___ to enhance understanding of ... 2F: Use __ (media source) to learn/review .... 2G: Describe general meaning, main points, and details heard in ... 2H: Identify implicit ideas and information heard in ... 2I: Demonstrate listening comprehension by...	3A: Pronounce the words ___ correctly. 3B: Use new vocabulary about ___ in stories, pictures, descriptions, and/or classroom communication ... 3C: Speak using a variety of types of sentence stems about ... 3D: Speak using the words___ about... 3E: Share in cooperative groups about ... 3F: Ask and give information using the words... 3G: Express opinions, ideas and feelings about ___ using the words/phrases... 3H: Narrate, describe, and explain .... 3I: Use formal/informal English to say ... 3J: Respond orally to information from a variety of media sources about...

Reading	Writing
4A: Identify relationships between sounds and letters by... 4B: Recognize directionality of English text. 4C: Recognize the words/phrases.... 4D: Use prereading supports such as___ to understand ... 4E: Read materials about ___ with support of simplified text/visuals/word banks as needed. 4F: Use visual and contextual supports to read ... 4G: Show comprehension of English text about ... 4H: Demonstrate comprehension of text read silently by... 4I: Show comprehension of text about ___ through basic reading skills such as ... 4J: Show comprehension of text/graphic sources about ___ through inferential skills such as ... 4K: Show comprehension of text about ___ through analytical skills such as ...	5A: Learn relationships between sounds and letters when writing about ... 5B: Write using newly acquired vocabulary about... 5C: Spell English words such as ... 5D: Edit writing about ... 5E: Use simple and complex sentences to write about ... 5F: Write using a variety of sentence frames and selected vocabulary about ... 5G: Narrate, describe, and explain in writing about ...

Five E.L.P.S. Strands

Learning Strategies

Writing

Listening

ELPS

Reading

Speaking

Texas Education Agency

Sentence Stems

This technique gives students the opportunity to respond in the form of a complete sentence to effectively communicate. Sentence stems provide scaffolding to help students get started in speaking or writing without the added pressure of thinking about how to correctly formulate a response.

How to use Sentence Stems

- **1. Create:** Create a list of sentence stems that are appropriate to the discussion or task you are setting the students. Be sure to provide stems that use academic language or sentence structure that is difficult for the students.

- **2. Model:** Review stems with students and provide some examples of how to complete the sentence stems.

- **3. Practice:** Pose questions or a set a writing task for students. In pairs or independently, have students use sentence stems to respond.

- **4. Review:** Ask students to share their sentences. Add any clarification where needed.

When to use Sentence Stems

- Use Sentence Stems at any point in the lesson to structure meaningful conversation.

- Before introducing new material to tap into prior knowledge (Example stems: I understand that ….; I already know that…)

- When trying to work through a problem. (Examples: It would be easier if….; First, I…)

- After reading a short text to begin a discussion (Examples: The main points were….; I read that…)

- Responding to a peer discussion (Examples: My partner pointed out ….; I agree because…)

- When re-enforcing the use of academic language (Example: The text structure is ….; I use the denominator of …)
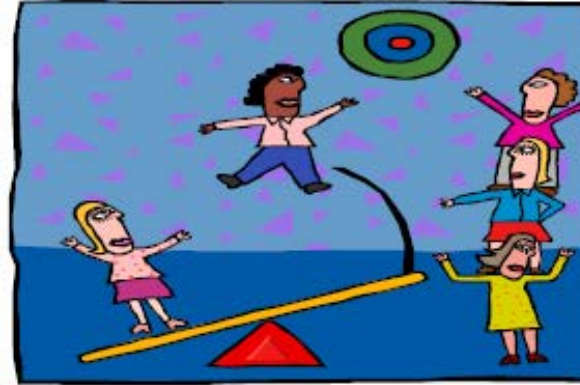
Classroom Language

Dr. Kate Kinsela

Asking for Clarification
What do you mean?
Will you explain that again?
I have a question about that.

Expressing an Opinion
I think/believe that . . .
It seems to me that . . .
In my opinion . . .

Paraphrasing
So you are saying that . . .
In other words, you think . . .
What I hear you saying is . . .

Soliciting a Response
What do you think?
We haven't heard from you yet.
Do you agree?
What answer did you get?

Predicting
I predict that. . .
I imagine that . . .
Based on . . .
I infer that . . .
I hypothesized that . . .

Acknowledging Ideas
My idea is similar to/related to _____'s ideas.
I agree with _____ that . . .
My idea builds upon _____'s ideas in that _____.

Classroom Language

Dr. Kate Kinsela

Reporting a Partner's Idea

_____ indicated that . . .
_____ pointed out to me that . . .
_____ emphasized that . . .
_____ concluded that . . .

Reporting a Group's Ideas

We decided that . . .
We agreed that . . .
Our groups sees it differently, _____.
We had a different approach_____.

Disagreeing

I don't agree with you because ...
I got a different answer than you.
I see it another way.

Affirming

That's an interesting idea.
I hadn't thought of that.

Offering a Suggestion

Maybe we could . . .
What if we . . .
Here's something we might try . . .

Holding the Floor

As I was saying . . .
If I could finish my thought . . .
What I was trying to say was .

English Language Development and Content Instruction

When planning for English Language Development in the content areas teachers need to include the following components as illustrated on quadrant below:

Activate Prior Knowledge	How	Comprehensible Input	How
• Motivate interest • Acknowledge culture & values • Check for misconceptions • Basis for building new knowledge & understanding	• Thinking Maps • Graphic Organizers • Think Out Loud • Visuals/Realia	• Making content accessible • Scaffolding • Sheltered Instruction	• Effective techniques for ELL • Appropriate speech for each proficiency level
Vocabulary Development	**How**	**Oral Practice**	**How**
• Identify target vocabulary • Provide visuals • Discuss and define • Word study	• VKV's • Word wall • Flash Cards • Picture Cards • Cognates	• Provide sentence frames • Model with sentence frames • Pair students to practice content orally • Conversational Language • Academic Language	• Frames for Fluency © • iPad/iPod Apps • Imagine Learning English • Reader's Theatre

Second Language Acquisition Strategies

Beginning Level	Intermediate Level	Advanced Level

Cooperative Groups

Concrete, Manipulatives and Visuals

Beginning Level	Intermediate Level	Advanced Level
TPR		
Daily News		
Non-Verbal Role Playing level	Role Playing (Verbal)	Reading & Writing on grade level
Rhymes, Chants, Songs, Games	Reading, Writing, Reciting	Evaluating
Hands-on Projects	Group Discussions	Predicting Outcomes
Cloze activities	Retelling Stories	Supporting
Choral Reading	Dialogue Journals	Analyzing Charts
Pre-recorded Stories	Graphic Organizers	Analyzing Graphs
Author's Chair	Summarize	
Label	Compare/contrast	
Word banks	Read Aloud	
Think-pair-share		
Silent reading		

Lingo Bingo Words

- **Free**
- **Affective Filter**
- **PLDs**
- **ELPS**
- **Comprehensible Input**
- **TELPAS**
- **Transition Words**
- **Gallery Walk**
- **Sheltered Instruction**

- **Sentence Stems**
- **Language Objective**
- **Graffiti Write**
- **BICS**
- **CALP**
- **Alphabet Brainstorm**
- **Think-Write-Pair-Share**
- **Visuals**
- **Numbered Heads**

Math Resources

- www.mentimeter.com

- www.gfletchy.com – 3 Act Tasks

- www.stevewyborney.com – Splat

- www.bstockus.wordpress.com – Numberless word problems

- www.mathcoachscorner.com

- www.texasgateway.com – Interactive Math Glossary

- www.leadforward.com

3 Act Tasks

www.gfletchy.com – 3 Act Tasks

Bright Idea

Recording sheets

K-2/3-5

3 Act Tasks Bright Idea

- Bright Idea Act 1

- Complete the Question/Estimate/Reflection page

- Bright Idea Act 2

- Work the solution to the Main Question.

- Bright Idea Act 3

- Student Work Analysis & Rank from Least to Greatest Sophistication

Make Learning Attainable

- What helps ELs, helps all learners.
- Use Best Practices.
- Make learning Student Centered.
- Make learning FUN!