

Navigating the ELPS

Using the New Standards to
Improve Instruction for English Learners

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John Seidlitz
Educational Consultant

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San Antonio, TX 78254

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ELPS Awareness Self Assessment

Rate the current level of awareness of the English Language Proficiency standards at your district or campus.

A: Always
M: Mostly

S: Sometimes
N: Never

Indicator	A	M	S	N	Comments/Questions
Teachers of ELLs receive sufficient training in how to provide ELLs instruction in social and academic English.					
Teachers of ELLs receive sufficient training on how to differentiate instruction based on the language levels of English learners.					
Teachers of ELLs integrate language and content area instruction in their lesson plans.					
Teachers of ELLs provide linguistically accommodated instruction to meet the language proficiency levels of their English learners.					
ELLs have opportunities to read and write in academic English during content area instruction.					
ELLs have opportunities to listen and speak using academic English during content area instruction.					
The ELPS cross-curricular student expectations are being integrated into existing curriculum frameworks.					

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Summaries of ELPS
Introduction, District Responsibilities and Student Expectations*
 (subsection a,b,c)

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
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
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 actual cross curricular student expectations when planning instruction.

Summaries of ELPS: Proficiency Level Descriptors for Instructional Planning (subsection d)

Level	Listening (d1: k-12) The student comprehends...	Speaking (d2: k-12) The student speaks...	Reading (d4: 2-12) The student reads...	Writing (d6: 2-12) The student writes...
Beginning (A)	1A(i) few simple conversations with linguistic support 1A(ii) modified conversation 1A(iii) few words, does not seek clarification , watches others for cues	2A(i) using single words and short phrases with practiced material; tends to give up on attempts 2A(ii) using limited bank of key vocabulary 2A(iii) with recently practiced familiar material 2A(iv) with frequent errors that hinder communication 2A(v) with pronunciation that inhibits communication	4A(i) little except recently practiced terms, environmental print , high frequency words, concrete words represented by pictures 4A(ii) slowly, word by word 4A(iii) with very limited sense of English structure 4A(iv) with comprehension of practiced, familiar text 4A(v) with need for visuals and prior knowledge 4A(vi) modified and adapted text	6A(i) with little ability to use English 6A(ii) without focus and coherence, conventions, organization, voice 6A(iii) labels, lists, and copies of printed text and high-frequency words/phrases , short and simple, practiced sentences primarily in present tense with frequent errors that hinder or prevent understanding
Intermediate (B)	1B(i) unfamiliar language with linguistic supports and adaptations 1B(ii) unmodified conversation with key words and phrases 1B(iii) with requests for clarification by asking speaker to repeat, slow down, or rephrase speech	2B(i) with simple messages and hesitation to think about meaning 2B(ii) using basic vocabulary 2B(iii) with simple sentence structures and present tense 2B(iv) with errors that inhibit unfamiliar communication 2B(v) with pronunciation generally understood by those familiar with English language learners	4B(i) wider range of topics : and everyday academic language 4B(ii) slowly and rereads 4B(iii) basic language structures 4B(iv) simple sentences with visual cues, pretaught vocabulary and interaction 4B(v) grade-level texts with difficulty 4B(vi) at high level with linguistic accommodation	6B(i) with limited ability to use English in content area writing 6B(ii) best on topics that are highly familiar with simple English 6B(iii) with simple oral tone in messages , high-frequency vocabulary, loosely connected text, repetition of ideas, mostly in the present tense , undetailed descriptions, and frequent errors
Advanced (C)	1C(i) with some processing time, visuals, verbal cues, and gestures; for unfamiliar conversations 1C(ii) most unmodified interaction 1C(iii) with occasional requests for the speaker to slow down, repeat, rephrase, and clarify meaning	2C(i) in conversations with some pauses to restate, repeat, and clarify 2C(ii) using content-based and abstract terms on familiar topics 2C(iii) with past, present, and future 2C(iv) using complex sentences and grammar with some errors 2C(v) with pronunciation usually understood by most	4C(i) abstract grade appropriate text 4C(ii) longer phrases and familiar sentences appropriately 4C(iii) while developing the ability to construct meaning from text 4C(iv) at high comprehension level with linguistic support for unfamiliar topics and to clarify meaning	6C(i) grade appropriate ideas with second language support 6C(ii) with extra need for second language support when topics are technical and abstract 6C(iii) with a grasp of basic English usage and some understanding of complex usage with emerging grade-appropriate vocabulary and a more academic tone
Advanced High (D)	1D(i) longer discussions on unfamiliar topics 1D(ii) spoken information nearly comparable to native speaker 1D(iii) with few requests for speaker to slow down, repeat, or rephrase	2D(i) in extended discussions with few pauses 2D(ii) using abstract content-based vocabulary except low frequency terms; using idioms 2D(iii) with grammar nearly comparable to native speaker 2D(iv) with few errors blocking communication 2D(v) occasional mispronunciation	4D(i) nearly comparable to native speakers 4D(ii) grade appropriate familiar text appropriately 4D(iii) while constructing meaning at near native ability level 4D(iv) with high level comprehension with minimal linguistic support	6D(i) grade appropriate content area ideas with little need for linguistic support 6D(ii) develop and demonstrate grade appropriate writing 6D(iii) nearly comparable to native speakers with clarity and precision, with occasional difficulties with naturalness of language.

**These summaries are not appropriate to use in formally identifying student proficiency levels for TELPAS. TELPAS assessment and training materials are provided by the Texas Education Agency Student Assessment Division: http://www.tea.state.tx.us/index3.aspx?id=3300&menu_id3=793*

Why the ELPS?

1. English language learners benefit from content area instruction that is accommodated to their need for comprehensible input (Krashen, 1983; Echevarria, Vogt & Short, 2008).
2. English language learners benefit from academic language instruction integrated into content area instruction (August & Shanahan, 2006; Chamot & O'Malley, 1984; Crandall, 1987; Samway & McKeon, 2007; Snow et. al. 1989).
3. English language learners benefit from programs that hold high expectations for students for academic success (Samway & McKeon 2007).
4. Language proficiency standards provide a common framework for integrating language and content instruction for English learners (Echevarria, Vogt & Short, 2008).

Understanding the ELPS Framework: (1) Linguistically Accommodated Instruction

Curriculum for ELLs must be:	What is it?	What are some examples?
Communicated	Comprehensible input is used to convey the meaning of key concepts to students. (Krashen, 1983)	<ul style="list-style-type: none"> • Visuals, TPR (Total Physical Response) and other techniques to communicate key concepts • Clear explanation of academic tasks • Speech appropriate for language level • Use of Native Language Resources (Echevarria, Vogt, Short, 2008)
Sequenced	Instruction is differentiated to align with the progression of students' language development level. (Hill & Flynn, 2006)	<ul style="list-style-type: none"> • Differentiating language and content instruction • Targeted use of supplementary materials and resources • Pre-teaching social and academic vocabulary necessary for interaction and classroom tasks (Hill & Flynn, 2006)
Scaffolded	ELLs receive structured support that leads to independent acquisition of language and content knowledge. (Echevarria, Vogt, Short, 2008)	<ul style="list-style-type: none"> • Oral scaffolding: recasting, paraphrasing, wait time, etc. • Procedural scaffolding: moving from whole class, to group, to individual tasks. • Instructional scaffolding: providing students concrete structures such as sentence and paragraph frames, patterns, and models. (Echevarria, Vogt, & Short, 2008)

Understanding the ELPS Framework: (2) Foundations of Second Language Acquisition Instruction for Beginning and Intermediate ELLs Grades 3-12

“Make sure the system for second language acquisition instruction focuses on the target.”

Second language acquisition instruction must be:	What is it?	What are some examples?
Focused	Concentrated effort centered on student acquisition of vocabulary, grammar, syntax and English mechanics necessary to support content-based instruction and accelerated learning of English.	<ul style="list-style-type: none"> • Explicit instruction in English vocabulary and language structures • Lesson plans include cross curricular student expectations from the ELPS. • Use of sentence structures of increasing complexity in vocabulary, grammar and syntax.
Targeted	Specific goals and objectives align with vocabulary, grammar, syntax and English mechanics necessary to support content-based instruction and accelerated learning of English.	<ul style="list-style-type: none"> • Content objectives for ELLs align with the TEKS • Language objectives for ELLs align with ELPS and language skills necessary for TEKS • Formal and informal assessments align with content and language assessments.
Systematic	Well organized structure in place to ensure students acquire vocabulary, grammar, syntax and English mechanics necessary to support content-based instruction and accelerated learning of English.	<ul style="list-style-type: none"> • ELPS integrated into district curriculum frameworks • Comprehensive plan for students in grades 3-12 at beginner or intermediate level for integrating language and content instruction • Comprehensive plan for assessing the implementation of focused, targeted instruction for beginner and intermediate students in grades 3-12 • Periodic review of progress of ELLs through formal and informal assessment

ELPS District Implementation Checklist

Goal	We will have met this goal when...	Steps	Person(s) Responsible	Dates/Deadlines
Administrators and specialists integrate ELPS into ongoing professional development and evaluation.				
Staff understands the importance of TELPAS and other formal assessments to identify language levels of ELLs.				
Staff understands the need for ELLs to develop social and academic English.				
Staff understands methods for providing linguistically accommodated instruction for ELLs.				
Staff understands cross-curricular student expectations.				
Staff develops a plan for systematic academic language development for ELLs.				
Teachers include ELPS in lesson plans in core content areas.				

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Two Key Questions for Assessing Quality Instruction for ELLs

Do English learners understand the key content concepts (aligned to TEKS)?	Are English learners developing their ability to read, write, listen, and speak in academic English about content concepts (in ways described in the ELPS)?

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ELPS Aligned Walk-Through Observation (DRAFT)

Observer:
Teacher:

Class:
Date:

Indicator	Comments/Questions
Content and language objectives aligned to TEKS and ELPS.	<ul style="list-style-type: none"> <input type="checkbox"/> Content objectives posted <input type="checkbox"/> Language objectives posted <p>(ELPS: a1-5, b4) PDAS II(1), VIII(1)</p>
Evidence of use of explicit vocabulary instruction	<ul style="list-style-type: none"> <input type="checkbox"/> Posted vocabulary: word bank, word wall, etc. <p>(ELPS: c1a,c,f; c2b; c3a,b,d; c4c; c5b) PDAS II(5)</p>
Evidence of use of variety of techniques to make content comprehensible	<ul style="list-style-type: none"> <input type="checkbox"/> Content related visuals <input type="checkbox"/> List of activities/agenda posted <p>(ELPS: b2,3) PDAS II(6), IV(7)</p>
Evidence of reading and writing in academic English	<ul style="list-style-type: none"> <input type="checkbox"/> Content area reading <input type="checkbox"/> Content area writing <p>(ELPS: c4a-k; c5a-g) PDAS I(3), I(4)</p>
Evidence of teacher/student and student/student interaction focusing on lesson concepts	<ul style="list-style-type: none"> <input type="checkbox"/> ELLs participate during teacher/student interactions (i.e. response signals, randomization, rotation) <ul style="list-style-type: none"> o N/A (No teacher/student interaction observed.) <input type="checkbox"/> ELLs participate during student/student interactions <ul style="list-style-type: none"> o N/A (No student/student interaction observed.) <input type="checkbox"/> Students use academic language (words/sentences) during interactions <p>(ELPS: c2a-i; c3a-j) PDAS I(1), IV(3), II(4)</p>
Specific instructional interventions for ELLs appropriate to students' language levels	<ul style="list-style-type: none"> <input type="checkbox"/> Low risk environment for language production, (peer assistance, native language resources, adapted materials, etc.) <input type="checkbox"/> Posted learning strategies <input type="checkbox"/> Use of sentence stems <p>(ELPS: D1-6) PDAS IV(7),V(3), V(6), VII(5)</p>

ELPS Integration Plan for Teachers

1. Identify language proficiency levels of all ELLs (p. 70).
2. Identify appropriate linguistic accommodations and strategies for differentiating instruction (p. 71-73).
3. Take steps to build a language rich interactive classroom (p. 31).
4. Identify cross curricular student expectations of the ELPS (subsection c) that could be integrated as language objectives into existing content area instruction (p. 10, 24-27).
5. Create focused lesson plans that target academic language and concept development. (p. 32-37, 38-56).

Seven Steps to Building a Language Rich Interactive Classroom

<p>1. Teach students language and strategies to use when they don't know what to say.</p>	<p>1B Monitor language with self-corrective techniques 1D Speak using learning strategies 1F Use accessible language to learn new language 1H Expand repertoire of learning strategies to acquire new language 2D Monitor understanding and seek clarification 2E Use linguistic support to confirm and enhance understanding</p>
<p>2. Encourage students to speak in complete sentences.</p>	<p>1G Distinguish formal and informal English 3A Practice speaking using English sound system in new vocabulary 3C Speak using a variety of sentence structures 3D Speak using grade level vocabulary in context 3F Speak using common and content area vocabulary 3I Use oral language for formal and informal purposes</p>
<p>3. Randomize and rotate who is called on so students of all language levels can participate.</p>	<p>1G Distinguish formal and informal English 3A Practice speaking using English sound system in new vocabulary 3C Speak using a variety of sentence structures 3D Speak using grade level vocabulary in context 3F Speak using common and content area vocabulary 3I Use oral language for formal and informal purposes</p>
<p>4. Use response signals for students to monitor their own comprehension.</p>	<p>1B Monitor language with self-corrective techniques 2D Monitor understanding and seek clarification 2E Use linguistic support to confirm and enhance understanding 2I Demonstrate listening comprehension</p>
<p>5. Use visuals and a focus on vocabulary to build background.</p>	<p>1A Use prior knowledge to learn new language 1C Use techniques to learn new vocabulary 2A Distinguish sound and intonation 2B Recognize English sound system in new vocabulary 2F Derive meaning from a variety of media 3J Respond orally to a variety of media sources 4A Learn relationships of sounds and letters in English 4C Develop sight vocabulary and language structures 5C Spell familiar English words</p>
<p>6. Have students participate in structured reading activities.</p>	<p>4B Recognize directionality of English text 4D Use pre-reading supports 4E Read linguistically accommodated materials 4F Use visual and contextual supports to read text 4G Show comprehension of English text individually and in groups 4H Read silently with comprehension 4I Show comprehension through basic reading skills 4J Show comprehension through inferential skills 4K Show comprehension through analytical skills</p>
<p>7. Have students participate in structured conversation and writing activities.</p>	<p style="text-align: center;">Conversation</p> <p>1E Use and reuse basic and academic language 2C Learn language heard in interactions and instruction 2H Understand implicit ideas and information 2G Understand general meaning, main points, and details of spoken language 3B Use new vocabulary in stories, descriptions, and classroom communication 3G Orally Express opinions ideas and feelings 3E Share in cooperative groups 3H Orally Narrate, describe and explain</p> <p style="text-align: center;">Writing</p> <p>5A Learn relationships between sounds and letters when writing 5B Write using newly acquired vocabulary 5D Edit writing 5E Employ complex grammatical structures 5F Write using variety of sentence structures and words 5G Narrate, describe, and explain in writing</p>

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 __ (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 ...

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Guidelines for 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Organize reading in chunks Practice high frequency, concrete terms Use visual and linguistic supports Explain classroom environmental print Use adapted text 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Allow extra processing time Provide sentence stems with simple sentence structures and tenses Model and provide practice in pronunciation of academic terms 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Allow some processing time, visuals, verbal cues, and gestures for unfamiliar conversations Provide opportunities for student to request clarification, repetition and rephrasing 	<ul style="list-style-type: none"> Allow extra time after pauses Provide sentence stems with past, present, future, and complex grammar, and vocabulary with content-based and abstract terms 	<ul style="list-style-type: none"> Allow abstract grade-level reading comprehension and analysis with peer support Provide visual and linguistic supports including adapted text for unfamiliar topics 	<ul style="list-style-type: none"> 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)	<ul style="list-style-type: none"> Allow some extra time when academic material is complex and unfamiliar Provide visuals, verbal cues, and gestures when material is complex and unfamiliar 	<ul style="list-style-type: none"> Opportunities for extended discussions Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms 	<ul style="list-style-type: none"> Allow abstract grade-level reading Provide minimal visual and linguistic supports Allow grade level comprehension and analysis tasks with peer collaboration 	<ul style="list-style-type: none"> 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.

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Differentiating by Language Level Instructional Planning Guide

Advanced/Advanced High	Intermediate	Beginners
<ul style="list-style-type: none"> • Visuals for academic vocabulary and concepts • Grade-level text • Complex sentence stems • Preteaching low-frequency academic vocabulary • Peer interaction • Verbal scaffolding as needed • Grade level writing tasks • Gestures for memorization of academic concepts • Modeling • Graphic organizers • Manipulatives 	<ul style="list-style-type: none"> • Visuals for academic vocabulary and concepts • Adapted grade level text • Sentence stems • Preteaching academic Vocabulary • Peer Interaction • Verbal scaffolding • Adapted writing tasks with scaffolding • Gestures for memorization of academic concepts • Modeling • Graphic organizers • Manipulatives 	<ul style="list-style-type: none"> • Visuals for classroom vocabulary and academic concepts • Native language and adapted grade level text • Short, simple sentence stems • Preteaching social and academic vocabulary • Peer interaction (same language peer as needed) • Extensive verbal scaffolding • Adapted writing tasks with drawing and scaffolding • Gestures (basic and academic concepts) • Modeling • Graphic organizers • Manipulatives • Preteaching functional language (stems for social interaction) • Pronunciation of social/academic language • Slower, simplified speech • Instruction in high frequency concrete social vocabulary • Use of native language for key concepts • Verbal cues • Chunking use of information in print • Word bank

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