



ELPS in Science

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Need / Data

Objectives for Today



- **Content Objective**

- Review the principle components of the secondary science lesson titled "Cell Structure and Function"
- Provide insight on the implementation of ELPS within a core content lesson
- Explore a science lesson which affords multiple opportunities for a student to gain mastery in the essential knowledge and skills while supporting his/her English language development in listening, speaking, reading, and writing

- **Language Objective**

- Identify and discuss the multiple opportunities students have to develop English language within the content
- Write how some of these practices can be implemented in your class



Why is this important?

- State Requirement: Chapter 74.4 requires **all** content teachers to support ELLs' **development of content and language** as they are an integral part of the required curriculum. The ELPS integrate and focus on skills that **support academic and language development** it is the responsibility of every classroom teacher to be familiar with and supportive of the implementation of the **ELPS** (Dec of 2007)
- Without appropriate linguistic support, students may experience difficulty understanding the grade-level English language used during content-based instruction.



Implementing the ELPS in Science

- Model Lesson: “Cell Structure and Function”
- Lesson Format: 5-E Lesson Model
- Focus: Identify support for academic and linguistic needs of ELLs
 - Different types of activities
 - Different types of materials
- Support based on proficiency levels of individual students
 - Use of native language
 - student-generated examples
 - Additional visuals
 - Adapted text



Language Proficiency of Students

- When planning instruction – consider language proficiency of students (TELPAS) by language domain
 - Provide support for student understanding
 - Develop academic language
 - Opportunities to use language in all 4 domains
 - Activities may or may not incorporate all 4 domains



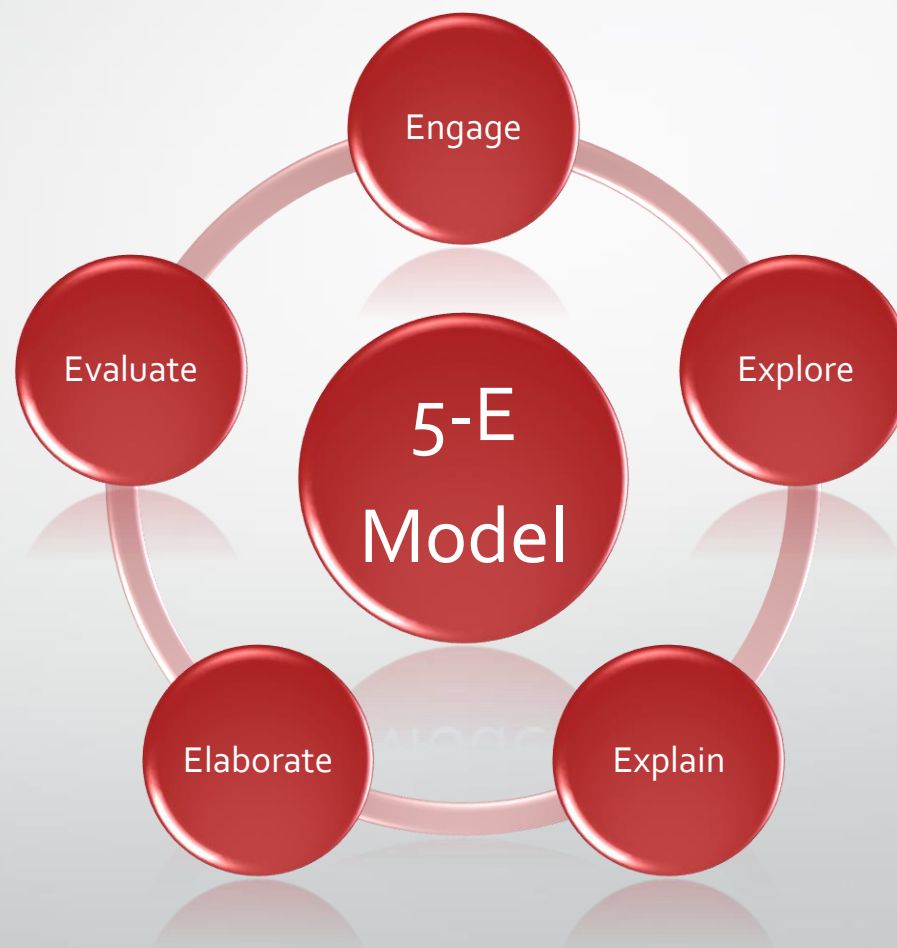


What is a 5-E Lesson?

- An instructional model that embodies a constructivist, inquiry-based learning approach by **engaging** students and allowing them to **explore** the concepts being introduced, discover **explanations** for the concepts they are learning. Student **elaborate** on what they have learned as they apply their knowledge to new situations. The 5E model affords many opportunities for **evaluation** of students' understanding of the concepts. (Orgill & Thomas, 2007)
- It is unique to the content and language development of students because it allows them to actively participate in their learning
- It may be taught over a series of days



5-E Model Components





Identifying Objectives

Snapshot

- Content Objective(s) – Taken from the TEKS; specific to this lesson; focuses on the learning outcome for this lesson

TEKS

Students are expected to differentiate between structure and function in plant and animal cell organelles, including cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole (TEKS 7.12D).



CONTENT OBJECTIVE

Students will identify, describe, and recognize the structure and function of cellular organelles in both plant and animal cells.

- Language Objective(s) – Taken from the ELPS; specific to this lesson; connected to the content objective

ELPS

- Use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language (c2E).
- Narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired (c5G).



LANGUAGE OBJECTIVE

Students will identify the structures and function of cell organelles and demonstrate understanding through the process of scientific investigation, group collaboration/communication, narration, and writing.

p. 4-17
Supplement



Identifying Objectives


- What is the difference between a content objective and a language objective?

CONTENT OBJECTIVE

Students will identify, describe, and recognize the structure and function of cellular organelles in both plant and animal cells.

LANGUAGE OBJECTIVE

Students will identify the structures and function of cell organelles and demonstrate understanding through the process of scientific investigation, group collaboration/communication, narration, and writing.



The **content objective** focuses on the learning outcome of the lesson's TEKS while the **language objective** aligns to the ELPS and focuses on the linguistic support necessary for students' understanding of content during the delivery of the lesson.



Identifying College and Career Readiness Standards (CCRS)

- Purpose of CCRS – to identify and define the competencies and skills graduating high school students must possess in order to be successful in higher education and beyond
- An extension of the lesson's content and language objectives



College and Career Readiness Standards (CCRS)

VI. Biology

A. Structure and function of cells

3. Describe the structure and function of major sub-cellular organelles.

(Adopted by the Texas Higher Education Board on January 24, 2008)



TEKS for Technology Applications

- Use of technology – students are required to use technology to communicate, analyze, create, explore, and evaluate information
- Students need technology skills to work, live, and contribute in an increasingly digital and global society

pp. 17-18





Response to Intervention (RtI)

- Purpose – to meet the academic and behavioral needs of all students through a variety of services containing the following key elements:
 - High-quality instruction and scientific, research-based tiered interventions aligned with individual student needs
 - Frequent monitoring of student progress to make results-based academic and/or behavioral decisions
 - Application of student response data to important educational decisions (placement, intervention, curriculum, and instructional goals and methodologies)

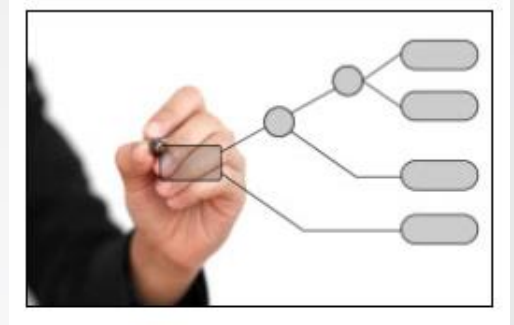
Support for academic and behavioral needs of all students (examples):

- Grouping configurations
- Visuals
- Linguistically-accommodated activities





Making Connections



- Lesson's activities and materials are **aligned** to the **individual needs** of ELLs based on their level of language proficiency in listening, speaking, reading, and writing.
- As we go through the math lesson, make note of the integration of the ELPS, TELPAS proficiency level descriptors, CCRS, RtI Elements, and linguistic accommodations
- Integration is **critical** for students to develop English proficiency and acquire content area knowledge and skills simultaneously



Vocabulary and Level of Language Proficiency

- Consider each student's individual level of language proficiency
- Vocabulary lists are accommodated to meet students' linguistic and academic needs





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- A red marker with a white body and red cap is pointing to the word "SUCCESS" in a dictionary. The word "SUCCESS" is circled in red. The dictionary page shows the definition of "SUCCESS" as "by endeavors or attempts to reach a desired goal; a successful result or targeted mission."



Composing Vocabulary Lists(s)

- **Academic Vocabulary** – academic terms connected specifically to the content area TEKS
- **Essential Vocabulary** – terms that may be integrated within any content area lesson

Academic Vocabulary

Cell membrane	Chloroplast
Cell wall	Vacuole
Nucleus	Organelle
Cytoplasm	Structures
Mitochondrion	Functions

Essential Vocabulary

Compare	Role play
Contrast	Infer
Demonstrate	Concept
Similarities	Logical
Differences	Characteristics
Collaborative	Attributes



Pre-Teaching Vocabulary

- **Before** the delivery of the lesson
- **Engage** portion of the lesson (linguistic accommodations/support)
 - Visuals
 - Manipulatives
 - Nonverbal cues
 - Kinesthetic activities




Engage

- ❖ Students are engaged by an object, event, or question
- ❖ Capture the students' interest for authentic student engagement
- ❖ Make connections to past and future activities
- ❖ Language helps students access prior knowledge and express interest, ask question, and make predictions about new concepts

ELPS that could be used:
1a; 1c; 2e; 3e; 3f

ENGAGE

The activities in this section capture the student's attention, stimulate their thinking and help them access prior knowledge. 

1. As an introduction to cells, use the **Plant Cell Structure and Animal Cell Structure visuals** to introduce key vocabulary.

Whip Around:

Express prior knowledge stems:

An organism is made of _____. (cells 6.12D)

Plants and animals that are made of more than one cell are termed _____.
(multicellular 6.12D)

2. **Review plant cell parts and functions:** Use a clear Pyrex dish (cell wall). Line the dish with round plastic beads (cell membrane). Fill the dish with hair gel (cytoplasm). Add one Styrofoam peanut (nucleus), several marbles (chloroplast), and one small rock (vacuole). Have **students discuss each of the parts of the cell model with a partner** and compare them to the parts of a plant cell.

Student Sentence Stems for Speaking:

This is a...


This is a and it has a ...

It's important to remember...



Engage

What types of linguistic supports did you identify?

ENGAGE	<p>The activities in this section capture the student's attention, stimulate their thinking and help them access prior knowledge. </p> <p>1. As an introduction to cells, use the Plant Cell Structure and Animal Cell Structure visuals to introduce key vocabulary.</p> <p>Whip Around: Express prior knowledge stems: An organism is made of _____. (cells 6.12D) Plants and animals that are made of more than one cell are termed _____. (multicellular 6.12D)</p> <p>2. Review plant cell parts and functions: Use a clear Pyrex dish (cell wall). Line the dish with round plastic beads (cell membrane). Fill the dish with hair gel (cytoplasm). Add one Styrofoam peanut (nucleus), several marbles (chloroplast), and one small rock (vacuole). Have students discuss each of the parts of the cell model with a partner and compare them to the parts of a plant cell.</p> <p>Student Sentence Stems for Speaking: This is a... This is a and it has a ... It's important to remember...</p>
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Linguistic Support:

- Visuals
- Sentence Stems (writing and speaking)
- Review of information
- Student discussion with partner



Building Background Knowledge

- some students may not have the background knowledge required for a lesson
- May need to provide supplemental materials to meet the language need **without** reducing or modifying the content
 - Adapted text
 - Native language (as appropriate)
 - Multimedia
 - Manipulatives

Engage

Possible Sentence Stems for “Engage” in Science

I know...	I want to know...	___ makes me wonder...
I think...	I wonder why...	This happened before when...
It’s probably because...	Let’s find out...	This reminds me of...
My suggestion would be...	This is similar to (different from)...	What interests me is...
We might be able to solve this problem by...	We can find out more about this by...	The variety (lack of variety) might be due to...
This could happen because...	Adding (Removing) ___ would cause...	This phenomenon could be the result of...



Building Background Knowledge

What background should teachers and students possess?

Teacher

- Be able to access and/or create visuals (of plant and animal cells) and a plant cell model
- Be knowledgeable of cell staining techniques
- Provide instructional strategies using concept maps such as a "fishbone"

Student

- Identify the basic structures of organisms
- Differentiate between prokaryotic and eukaryotic cells
- Understand the difference between multicellular and unicellular

[TEKS Vertical Alignment Documents](#)



Routines and Procedures for Language Development

- **Student Participation** – kinesthetic activities, whole-class and group discussions, and independent work
- Students must be familiar with the routines and procedures involved in each of these settings
- **Routines and Procedures**
 - must be carefully taught, modeled, and established;
 - Create a classroom environment that is more efficient, positive, and productive;
 - allows the teacher to focus on meaningful instruction;
 - allows students to concentrate on key concepts



Language Development Activities

During EXPLORE portion of the lesson, students rotate through three workstations

- What are some examples of language development activities in the explore portion of the lesson?
- How are the ELPS implemented in this portion of the lesson?
- Facilitation for development – ask questions for further support of students' understanding

Explore

While rotating through stations, students will be able to:

- compare and contrast the structures of plants and animals.
- demonstrate and understand the 3-dimensional aspect of cell structure.
- identify the various parts of plant and animal cells.

Station 1:

Students will create a model of a plant or animal cell using selected materials.

For a complete list of materials, refer to the lesson plan.

Sentence Inference Stems for Writing:

- I can determine that ...
- From the model creation, I can...
- I know ____ because ...

Station 2:

Students will use a microscope to view the similarities and differences between a plant (onion) and animal (human cheek) cell. Students will draw a picture representing each cell, label the visible cell parts, and create a Venn diagram that illustrates the similarities and differences between the two types of cells.

Sentence Inference Stems for Writing:

- What are the characteristics of...?
- What will happen if ... ?
- What can you infer from...?

Station 3:

Part I: Students will complete handout of "Jewel City Analogy" to provide them an example of cell structure analogy.

Part II: Students will create an analogy of the plant cell and cell parts using the campus floor plan (i.e. principal's office, janitor's closet, campus hallways, etc.).

Sentence Stems for Speaking:

- The analogy I can describe is ...
- ____ could be described as ____ because ...
- I can draw a ____ to represent ...

Sentence Stems for Writing:

- Which ____ best describes ...
- Which characteristic is most ...
- What are the attributes of ...



Explore

Students explore objects and phenomena, often as part of a hands-on activity with guidance.

- ❖ Experience before introducing specificity of the lesson; allows for hands-on learning experience
- ❖ Language helps students to make observations, generalizations, and hypotheses about experiences with new concepts.

p. 6, 12-14 Lesson Plan

ELPS that can be used: 1a; 1c; 2d; 2e; 2h; 3e; 3i; 4f; 4j



Explore

Implementation of ELPS in Station 1

Station 1:

Students will **create a model** of a plant or animal cell using selected materials.

For a complete list of materials, refer to the lesson plan.

Sentence Inference Stems for Writing:

- I can determine that ...
- From the model creation, I can...
- I know ____ because ...

ELPS Implementation

Students will **create a model** of a plant or animal cell, be provided with

sentence stems to write about cell structure and **discuss with a partner** as the complete their model.



Explore

Implementation of ELPS in Station 2

Station 2:

Students will use a microscope to view the similarities and differences between a plant (onion) and animal (human cheek) cell. Students will draw a picture representing each cell, label the visible cell parts, and create a Venn diagram that illustrates the similarities and differences between the two types of cells.

Sentence Inference Stems for Writing:

- What are the characteristics of...?
- What will happen if...?
- What can you infer from...?

ELPS Implementation

Through the use of a microscope, students will have an **additional visual to confirm understanding** of complex, academic vocabulary.

As a **linguistic support for writing**, students will **draw a picture with labeled cell parts, create a Venn diagram**, and be provided with **sentence stems for writing**.



Explore

Implementation of ELPS in Station 3

Station 3:

Part I: Students will complete handout of "Jewel City Analogy" to provide them an example of cell structure analogy.

Part II: Students will create an analogy of the plant cell and cell parts using the campus floor plan (i.e. principal's office, janitor's closet, campus hallways, etc.).

Sentence Stems for Speaking:

- The analogy I can describe is ...
- ___ could be described as ___ because ...
- I can draw a ___ to represent ...

Sentence Stems for Writing:

- Which ___ best describes ...
- Which characteristic is most ...
- What are the attributes of ...

ELPS Implementation

Students will be **reading an example** a cell analogy, **creating an analogy** of their own using the campus floor plan (familiar context), and be provided **sentence stems for speaking and writing**. As part of this activity, students can **work with partners**.

Explore



Possible Sentence Stems for "Explore" in Science

I noticed...	I recorded...	I predict...
My hypothesis is...	The mass (density, weight, length) is...	According to the data (graph, table), the average ____ is...
One possibility is...	____ is identical to ____.	____ is probably a function of...
____ might have caused the changes in...	I think ____ best explains the increase (decrease) in...	The diagram (graph, table) shows...
____ might contain ____ because...	One generalization could be...	The volume (weight, mass) that should be reported is...
____ best explains the change in ...	From the data, we can infer ____.	



Explain

- ❖ Students explain their understanding of concepts and processes with the facilitation of the instructor
- ❖ Students hear, apply, and understand the vocabulary associated with the subject being studied
- ❖ Language helps students use formal academic language to describe content area concepts
- ❖ Teacher introduces explanations in a direct and formal manner

The key to this phase is to present concepts, processes, or skills

- ➡ briefly,
- ➡ simply,
- ➡ clearly, and
- ➡ directly.

ELPS that can be used: 1d; 3a; 3b; 3c; 3d; 3e; 3f; 3g; 3h; 3i; 3j



How are the ELPS being implemented in the “Explain” portion of the lesson?

- What types of linguistic support are provided during the explain portion of the lesson?

Explain

EXPLAIN

Students are now involved in an analysis of their exploration. Their understanding **is clarified and modified through reflective activities.**

1. The students may now **share with a partner** how they labeled their floor plan explaining why they chose a particular **part of the school to represent a part of a plant cell.**

Sentence Stems from Reading for Speaking:

The best way to represent this concept is ____ because...

The conclusions are logical because...

My partner's explanation was organized/not organized clearly because...

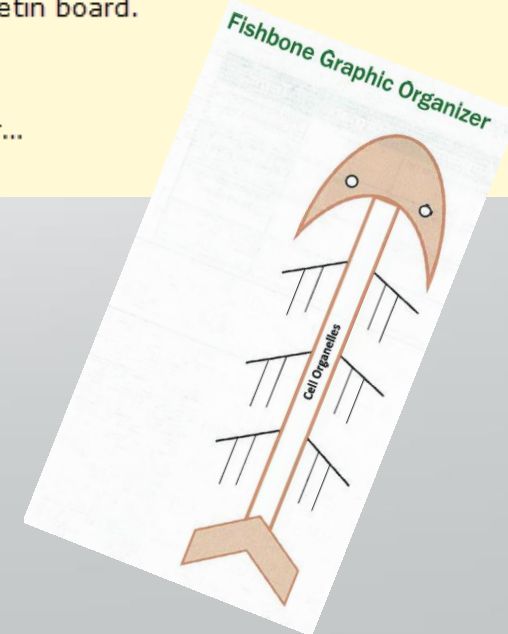
2. **Teachers and students will collaboratively complete a graphic organizer** (fishbone) for cell organelles. Students **will post their cell organelle visuals** on the bulletin board.

Sentence Stems for Listening:

Would you please repeat that?

Which organelle is responsible for...

The role of ____ is...





How are the ELPS being implemented in the “Explain” portion of the lesson?

- What types of linguistic support are provided during the explain portion of the lesson?

Explain

EXPLAIN

Students are now involved in an analysis of their exploration. Their understanding **is clarified and modified through reflective activities.**

1. The students may now **share with a partner** how they labeled their floor plan explaining why they chose a particular **part of the school to represent a part of a plant cell.**

Sentence Stems from Reading for Speaking:

The best way to represent this concept is ____ because...

The conclusions are logical because...

My partner's explanation was organized/not organized clearly because...

2. **Teachers and students will collaboratively complete a graphic organizer** (fishbone) for cell organelles. Students **will post their cell organelle visuals** on the bulletin board.

Sentence Stems for Listening:

Would you please repeat that?

Which organelle is responsible for...

The role of ____ is...

- Student understanding clarified/modified through reflective activities
- Share with partner – student explains his/her understanding of the content
- Sentence stems from reading
- Collaborative work to complete graphic organizer
- Posted visuals – student-generated examples; environmental print



Explain

Possible Sentence Stems for “Explain” in Science		
___ represents...	___ is an example of...	The term ___ means...
___ can most likely be found in...	I can use the word (phrase) ___ to describe...	___ is found in both ___ and ___.
___ is responsible for the decrease (increase) in...	The data supports the hypothesis that ___.	___ is most likely specialized for...
The characteristics (properties) of ___ are...	The label on the ___ represents...	The properties in ___ can best be described as...
This type of pattern is called ___ and can be observed in...		



Elaborate

- ❖ Students participate in activities that allow students to apply concepts in contexts, and build on or extend understanding and skill.
- ❖ Students apply concepts in context and build on or extend their understanding and skill; students participate in reteach activities; students communicate their understanding of the content with others
- ❖ Language helps students apply, extend, and elaborate concepts using newly acquired academic language.

- ➔ Students may still have misconceptions
- ➔ Teachers provide opportunities for students to practice their learning in new contexts


ELPS that can be used: 1e; 2d; 3g; 4i; 5g



How are the ELPS implemented in the “Elaborate” portion of this lesson?

Elaborate

ELABORATE Time 15 Minutes

Students will **create a drawing of a plant cell**. The organelles in their creation should include the following organelles: cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole. The student should **draw, label, and provide the function** of each organelle. 

Student Inference Stems for Writing:

The animation of ____ shows...

____ is not a characteristic of ...

____ is not an example of....



Elaborate

How are the ELPS implemented in the “Elaborate” portion of this lesson?

ELABORATE
Time
15 Minutes

Students will **create a drawing of a plant cell**. The organelles in their creation should include the following organelles: cell membrane, cell wall, nucleus, cytoplasm, mitochondrion, chloroplast, and vacuole. The student should **draw, label, and provide the function** of each organelle.

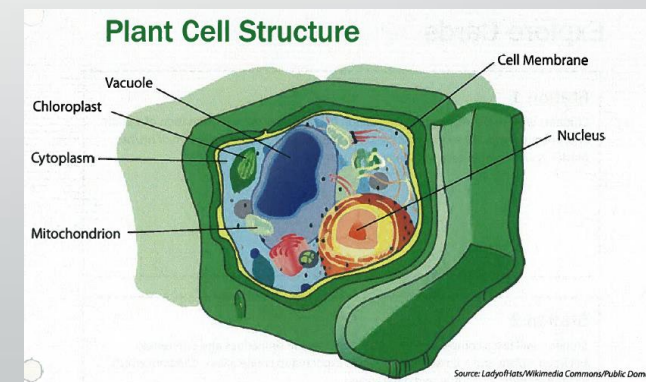
Student Inference Stems for Writing:

The animation of ____ shows...

____ is not a characteristic of ...

____ is not an example of....

- Students create a drawing of a plant cell – teacher can monitor and check for understanding
- Draw, label, and provide function – student-generated examples (recall and internalize academic vocabulary)
- Inference stems – support comprehension of content; expands ability to make connections





Elaborate

Possible Sentence Stems for “Elaborate” in Science		
We were able to...	_____ tells me...	_____ helps me...
Another example might be...	We can use _____ when...	This can also be applied to...
My observations lead me to conclude that...	The logical conclusion could be...	These observations seemed to indicate...
The best explanation for the similarity (difference) is...	The best way to describe _____ in this situation is...	_____ best explains the increase (decrease) in...
How is _____ an adaptation of _____.	An increase (decrease) in _____ results in...	_____ can be most...



Evaluate

- ❖ Students assess their knowledge, skills, and abilities
- ❖ Students assess their knowledge, skills and abilities; demonstrated in multiple measures (project based assessment, presentation, dialogue sharing, responding to a writing prompt; assists the teacher in designing future lessons
- ❖ Language helps assess current understanding and evaluate reasonableness of explanations.

Formal Assessments are

- data-driven,
- standardized in the manner they are administered and scored,
- grade-level or age specific, and
- measuring a student's level at a particular time of the year.

Informal Assessments are

- content and performance- driven, done at any time and more frequently,
- more student specific and interactive, and
- part of classroom instruction and do not have to be tests.

ELPS that can be used: 2l; 3g; 4j; 4k; 5g



Evaluate

- ❖ Teachers use different forms of assessment to meet the academic and language needs of ELLs.
- ❖ Some alternate forms of evaluation may include:
 - ❖ Matching
 - ❖ Drawing a picture with labels using academic terms
 - ❖ Responding to questions by pointing

Note: Linguistic accommodations must be determined by individual student language proficiency levels. As a student's level of language proficiency increases, fewer linguistic accommodations will be necessary.





Evaluate

For this part of the lesson, students will create a Role, Audience, Format, Topic (RAFT) Activity.

RAFT Activity

Role	Audience	Format	Topic
Parts of a cell (animal cell)	Other parts of the cell	Letter	Roles and functions of each part of the cell
Parts of a cell (plant cell)	Other parts of the cell	Letter	Roles and functions of each part of the cell
Nucleus	Other parts of the cell	List	"Top ten reasons we need each other"
Create your own			

EVALUATE

Students will create a **Role, Audience, Format, Topic (RAFT) Writing Activity**. 

Using the RAFT handout as a guide, students will be able to **show their understanding** of the various parts of a cell by **writing a letter to explain the roles and functions** of each part of a cell; or by analyzing the top ten reasons the nucleus needs each organelle. Upon completion of the activity, student will **share with the larger group** the contents of their letter.



Evaluate

What linguistic support is provided for students in the “Evaluate” portion

- Multiple opportunities to use language before RAFT activity
- RAFT handout as guide
- Share out – feel comfortable speaking out because of several opportunities to discuss content

EVALUATE

Distribute one index card to each student. Tell students to review their **Representative Government History Readings**, the **Representative Government Timeline Chart**, and their **Foundations of Representative Government Evaluation**.

Show the PPT slide “Structured Conversation/Writing.”

Writing

Ask students to use 7-10 minutes of silent writing time to explain how and why they evaluated the foundations of representative government on the report card. Ask students to use 3 vocabulary words and one sentence stem to explain their analysis. Students will write their analysis on their index cards.

At the end of silent writing time, ask students to pair up and share their writing with another student.

Speaking

Call on 2-3 students to share out their writing.

Listening

To close the lesson, **SAY** “Representative government grew over time in American history. From 1607 to the writing of the Constitution, representative government was established from the desire of the colonists to organize their government to meet the needs of the people who came together in a new land. We’ve examined how these foundations become pieces of the American Constitution.”

Show the PPT slide “Content & Language Objectives.”

Ask students to show thumbs up if they feel like they can meet the objectives on the slide.



Evaluate

Possible Sentence Stems for “Evaluate” in Science		
I learned...	I understand how...	As a result...
I still don’t understand...	In my opinion...	We still need to know...
One question we should consider is ...	One thing I understand better is ____ because...	After considering ____ I think ____ because...
____ proves ____ because...	The most valid argument in favor of ____ is...	This conclusion may be unreliable (reliable) because...
The best explanation for the similarity (difference) is...	The best explanation for the advantage (disadvantage) of ____ is...	Based on ____ we should...



Recap of Lesson's Components

Recap of Lesson Components

Content Objective

- Identify, describe, and recognize the structure and function of cellular organelles in both plant and animal cells.

Language Objective

- Identify the structures and function of cell organelles and demonstrate understanding through the process of scientific investigation, group collaboration and communication, narration, and writing.

Language Supports

Listening:

- Demonstrating tone and intonation
- Learn new languages in classroom interactions and instruction
- Use visual, contextual linguistic support to confirm and enhance understanding

Language Supports (continued)

Reading:

- Develop sight vocabulary and language structures
- Use visual and contextual supports to read text

Speaking:

- Use new vocabulary in stories, descriptions, and classroom communication
- Speak using grade level content-area vocabulary in context
- Share in cooperative groups with use of sentence stems
- Narrate, describe, and explain

Writing:

- Write using newly-acquired vocabulary
- Narrate, describe, and explain in writing with use of sentence stems

How does this fit with Sheltered Instruction?

Sheltered Instruction Components

Lesson Preparation

Building Background

Comprehensible Input

Strategies

Interaction

Practice & Application

Lesson Delivery

Review and Assessment



How does this fit with Collaborative Strategic Reading (CSR)?

CSR Components

Preview

Read; Brainstorm;
Predict

Click & Clunk

Clunks & Fix-Up
Strategies

Get the Gist

Main Idea

Wrap Up

Question & Review



How does this fit with Writing Across the Curriculum (WAC)?

WAC Components
Read
Think
Write



Curriculum Implications



Instruction

- Strategy
- Activity
- Potential Pitfalls



Assessment

- In class
- District
- State



Comments / Questions



References

- Lead4Ward – lead4ward.com
- Region 13 ESC, *ELPS Toolkit*
- Texas Education Agency (TEA) – tea.texas.gov
- TEA, Project Share/Epsilen – *Implementing the ELPS in Science*



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