



# ELPS in Social Studies

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# Need / Data

# Objectives for Today



- **Content Objective**

- Review the principle components of the secondary social studies lesson titled "Growth of Representative Government"
- Provide insight on the implementation of ELPS within a core content lesson
- Explore a social studies 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 Social Studies

- Model Lesson: “Growth of Representative Government”
- 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



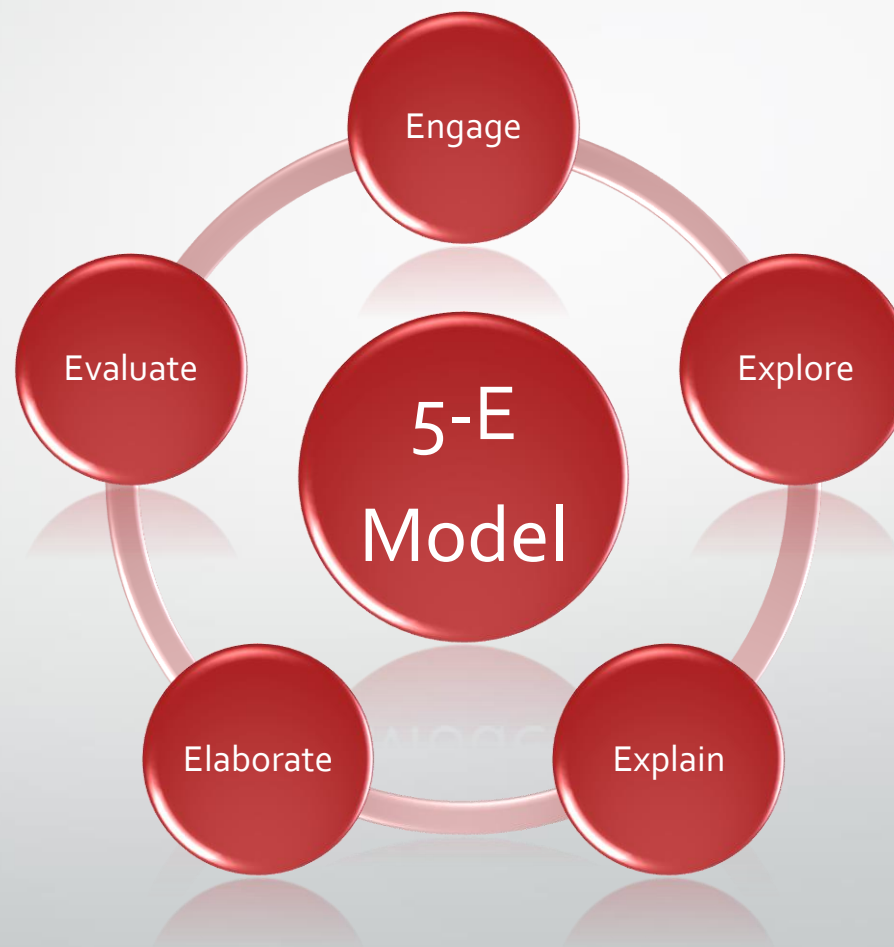


# What is a 5-E Lesson?

- 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 analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government (TEKS 8.3B).



### CONTENT OBJECTIVE

Students will analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government by analyzing visuals and historical readings.

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

### ELPS

- Write using newly acquired basic vocabulary and content-based grade-level vocabulary (c5B).
- 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 write, using sentence stems, details and selected vocabulary to explain the importance of three early government foundations to the growth of representative government in the colonial period.





# Identifying Objectives

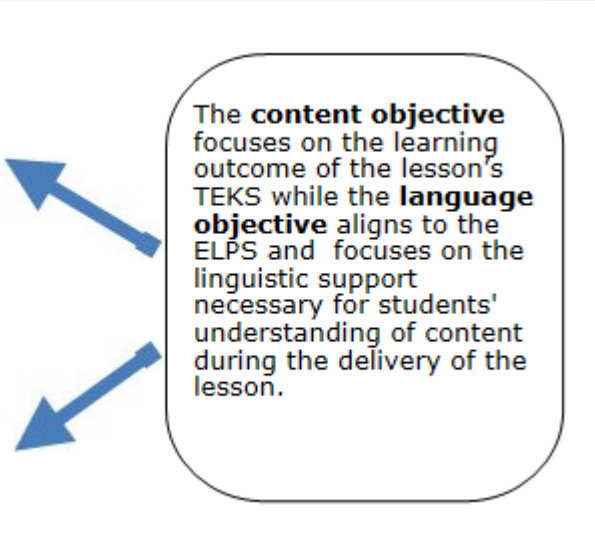
- What is the difference between a content objective and a language objective?

## CONTENT OBJECTIVE

Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government by analyzing visuals and historical readings.

## LANGUAGE OBJECTIVE

Write, using sentence stems, details and selected vocabulary to explain the importance of three early government foundations to the growth of representative government in the colonial period.



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)

- **SSI B2.** Identify and evaluate sources and patterns of change and continuity across time and place.
- **SSI C2.** Evaluate changes in the functions and structures of government across time.
- **SSIV A1.** Identify and analyze the main idea(s) and point(s)-of-view in sources.

*(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. 21-23





# 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)

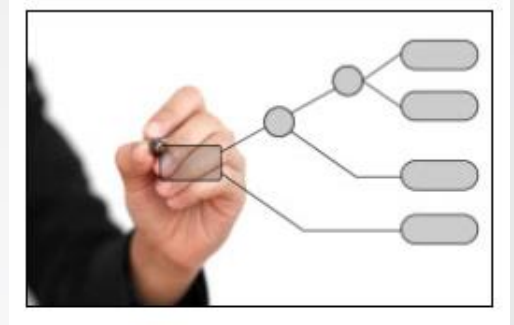
Support for academic and behavioral needs of all students (examples):

- 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





# 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
- **Vocabulary Instruction** – use research-validated practices for expanding students' vocabulary



p. 5 Lesson plan





# 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  
Representative  
Government  
Compact  
Burgesses  
Individual Right(s)  
Legislature  
Constitution  
Colonist(s)

Essential Vocabulary  
Foundation(s)  
Fundamental

\*Visual provided during instruction.



# 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

## ENGAGE

The teacher will review vocabulary, using hand signs, to help students recall vocabulary that was taught prior to the lesson. Vocabulary should have been taught prior to the lesson using visuals, native language if possible, student-generated examples, and hand signs.



# Engage

What types of linguistic supports did you identify?

## ENGAGE

The teacher will review vocabulary, using hand signs, to help students recall vocabulary that was taught prior to the lesson. Vocabulary should have been taught prior to the lesson using visuals, native language if possible, student-generated examples, and hand signs.

## Linguistic Support:

TPR (Total Physical Response; gestures), visuals, native language, and student-generated examples



### 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 Social Studies

I know...	I want to know...	What interests me is...
I think...	I wonder why...	Let's find out...
We already know about this person/time/place was...	If ____ what would happen to ____?	This reminds me of...
One thing that was happening at the same time/place was...	Something unusual about this event/image/artifact is...	We can find out more about this person/event by...
This situation/artifact/document/event is similar to/different from...	The details suggest that...	One possibility is...



# Building Background Knowledge

## What background should teachers and students possess?

### Teacher

As the English aspired to have more power and wealth by establishing colonies in the New World, the colonists aspired to create order in their chaotic life. In Virginia, a House of Burgesses was established to make decisions for a charter colony that eventually became a royal colony. In order to apply order to life in Plymouth, the men of the Mayflower signed a compact to establish their bond. Later in Connecticut, the Fundamental Orders were established as a covenant of appropriate behaviors among colonists. Each attempt to create order became the precursor to the representative governments that were developed as the thirteen colonies grew. As the thirteen colonies later grew, the need for representative legislatures and a guarantee of individual rights grew with increasing economic pressure from England's harsh taxes.

### Student

As the English established colonies in America, it became evident to the colonists that they would need order to survive with the hope of prospering. Colonial governments were developed based on English practices such as a compact, house of burgesses, and electing judges. As colonists struggled with their economic and political relationship with England, colonial governments further expanded government functions to include declaring individual rights and elections for government officials.



# 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





# 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. 12, 16-17 Lesson Plan

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





## Language Development Activities

- 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

## EXPLORE

Distribute the handouts. The teacher will show the **PPT slide** with "**Representative Government Timeline Chart**." The teacher will explain that students will use three visuals on the PPT slides, the highlighted history readings and their partners to complete their **Representative Government Timeline Chart**.

### *LISTENING*

The teacher will show the **PPT slide "Virginia House of Burgesses, 1619"** and read the **History Reading** about the Virginia House of Burgesses while the students fill in their **Representative Government Timeline Chart**.

Remember that the content objective is analyzing the importance of the Virginia House of Burgesses, the Mayflower Compact, and the Fundamental Orders of Connecticut.

- Listening and reading
- Key vocabulary highlighted
- Sentence Stems
- Visuals



# Explore

## Possible Sentence Stems for “Explore” in Social Studies

I noticed...	This is about...	I predict...
This looks/seems...	This ____ is similar to...	This person/place/event can be described as...
The diagram (graph/table/map) shows ____.	The main idea of this ____ is...	____ caused ____ because...
____ believed ____.	____ thought ____.	____ might have caused the changes in...
At first... but then ____.	Initially.... Later....	____ is significant because...
____ is important because...	The information I need is...because...	____ contributed to ____ due to...



# 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



# Explain

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?

<b>EXPLAIN</b>	<p><i>Speaking</i></p> <p>After reading the excerpt about the Virginia House of Burgesses, ask students to respond to the visual and the history reading by using the stem “I see _____ which reminds me of _____ in the reading.” The teacher will write the stem on a chart or dry erase board where everyone can see it.</p> <p>The teacher will ask students to share their verbal responses to the sentence stem with their elbow table partner. After 2 minutes of sharing, the teacher will ask one person from each table to share out.</p> <p><i>Writing</i></p> <p>The teacher will then give 3-4 minutes to students to write one sentence summary on their Representative Government Timeline Chart, using the same stem from above, “I see _____ which reminds me of _____ in the reading.”</p>
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- Students respond to the visual (cooperative learning interaction)
- Sentence stem – teacher can write student responses
- Share verbal responses to elbow partner
- Share out
- Sentence stem for summary (after multiple listening and speaking opportunities)



# Explain

## Possible Sentence Stems for “Explain” in Social Studies

____ represents...	____ is an example of...	____ can be used to...
The term ____ means...	Based on the information in the graph (table, chart, diagram) ____ is probably true.	____ is found in both ____ and ____.
This ____ can be identified as a ____ because...	____ best describes ____ because...	____ best explains the change in...
This excerpt refers to...	The correct interpretation of the information shown in the ____ is...	The factors that contribute to ____ are...



# 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



# Elaborate

## ELABORATE

Divide the students into pairs.

Show the PPT slide "Foundations of Representative Government Evaluation" (blank). Give each pair of students a copy of **Foundations of Representative Government Evaluation** and **Foundations of Representative Government Matching Pieces** (pieces should be cut apart for the matching activity). Then, ask each group to match each government foundation with their contributions to the foundation of representative government. Ask each pair to stand when they have completed the matching activity.

When most of the pairs are standing, give each group a copy of the **Foundations of Representative Government Evaluation KEY** and ask them to sit down to check their work with the key provided.

Then show PPT slide "Foundations of Representative Government Evaluation KEY" for all groups to check their work.

Now show PPT slide "Foundations of Representative Government Evaluation" (blank).

Foundation of Representative Government in the Colonies	Contributions to the development of representative government	Evaluation Circle a grade for each foundation. Use the grade to show how important each foundation was to colonial government. Then give a reason for why you chose the grade that you did.	
Mayflower Compact		Grade A B C D F	
Fundamental Orders of Connecticut		Grade A B C D F	
Virginia House of Burgesses		Grade A B C D F	

Foundation of Representative Government in the Colonies	Contributions to the development of representative government
Mayflower Compact	In 1620, the men in this group signed an agreement to make a political body (an early government) that could make laws to protect the colony. First governing document created in the American colonies that formed a covenant (agreement) to rule with the consent of the people.
Fundamental Orders of Connecticut	Document from 1639 that stated that people had the right to elect governors, judges, and a legislature. Document that has 11 parts.
Virginia House of Burgesses	In 1619, first representative legislature made laws and protected individual rights (rights of the people).

The matching pieces for the Foundations of Representative Government handout must be cut apart prior to the lesson for student's use.





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

# Elaborate

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Now show **PPT slide “Foundations of Representative Government Evaluation” (blank)**.



# Elaborate

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

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Then show **PPT slide “Foundations of Representative Government Evaluation KEY”** for all groups to check their work.

Now show **PPT slide “Foundations of Representative Government Evaluation” (blank)**.

- Students working in pairs (listening and speaking) – reinforces content and language attainment
- Matching activity – visual and contextual support from peers/teacher
- Use of Key to check their individual work



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

# Elaborate

## ELABORATE (continued)

### Speaking/Writing

Ask students to think about the grades in school that are given to show how well students show what they learn - A, B, C, D, F. Then ask students to **assign a grade to each foundation item** on their copy of Foundations of Representative Government Evaluation. Explain that the grade should show how important each foundation document is to creating a more representative government in the colonies. After assigning a grade, **ask partners to write a sentence** in the last column of the chart to explain why they chose the assigned grade for each foundation.

Place the Letter Grade letter signs on a spectrum across a wall or on the floor. The letters will be used for **sharing out partner responses**.

Once the groups are finished, tell them to choose a partner to be A, and the other partner to be B.

Ask partner A to share out by moving and partner B to share out by speaking. Tell participants that it is very important to listen carefully to each reason so that they may use the information later.

SAY “When I say ‘go’, partner A is going to move to the letter they chose to evaluate the Mayflower Compact.”

### Speaking

Allow time for participants to move to the letter of their choice. Then, ask one person from each letter grade to point to their partner to **share out their reasons**.

Do the same with the Fundamental Orders and the Virginia House of Burgesses.

- Students assign a grade – using familiar context; students analyze and evaluate each government foundation
- Partners write a sentence – support to explain their evaluation
- Sharing with partner – additional opportunities for listening and speaking before they share out
- Share out – additional opportunities for listening, speaking and learning



# Elaborate

## Possible Sentence Stems for “Elaborate” in Social Studies

We were able to...	_____ tells me...	_____ helps me...
Another example might be...	An increase (decrease) in _____ results in...	We can verify historical accuracy by...
We can evaluate the accuracy of our source by...	An alternative point of view is...	This information is relevant (not relevant) because...
An opposing position is...	A critic of _____ might say...	Based on the information in _____ we could also argue that...
Changing _____ in this pattern would result in...	This equation can be used to determine...	This equation...



# 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



Students independently use some of the information they have heard, spoken, and written about in previous activities

# Evaluate

## Sentence Stem #1:

The \_\_\_\_\_ (foundation) is important to a representative government because...

## Sentence Stem #2:

The importance of the foundations in the growth of representative government are ...

**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

What linguistic support is provided for students in the "Evaluate" portion

- Structured Conversation/Writing – sentence stems
- Silent writing time - process thoughts and responses
- Vocabulary words – allows students to internalize newly-acquired vocabulary
- Write their analysis
- Pair-Share – seek clarification
- Sharing out – listening; get the gist
- "Thumbs up"

## 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 Social Studies		
I learned...	I understand how...	As a result...
I still don't understand...	We still need to know...	We still need to know...
This answer makes sense because...	One thing I understand better is ____ because...	After considering ____ I think ____ because...
Based on ____ we can conclude...	____ might significantly improve (worsen) ____ because...	Based on the information found in ____ we can infer ____ because ...
The best explanation for ____ is...	____ best represents ____ because...	____ is a reasonable conclusion because ...
The most important result of ____ was ____ because...	____ is considered a ...	____ proves ____ because...



# Self-Evaluation

## Teacher reads aloud –

- a summary of the lesson's key concepts
- The lesson's content and language objectives as a self-evaluation; students demonstrate successful completion of the objectives by showing a thumbs up or down



# Recap of Lesson's Components

## Recap of Lesson's Components

### Content Objective

- Analyze the importance of the Mayflower Compact, the Fundamental Orders of Connecticut, and the Virginia House of Burgesses to the growth of representative government by analyzing visuals and historical readings.

### Language Supports

- **Kinesthetic/Tactile:** (TPR) review of vocabulary hand signs, matching exercise with founding documents
- **Graphic organizer:** Representative Government Timeline Chart, Foundations of Representative Government Evaluation
- **Cloze notes:** Representative Government Timeline Chart

### Language Supports (continued)

- **Visual Analysis:** Artistic representations of content as support for listening to Historical Readings
- **Highlighted/Adapted text:** Representative Government History Readings
- **Sentence Stems:** Visual analysis, evaluation on index card
- **Scaffolding:** Representative Government Timeline Chart with History Readings, partnering for reading, partnering for evaluation of foundations of representative government with a letter grade
- **Opportunities for Interaction:** Partner discussions before whole group discussions with visuals, before share outs, during evaluation

# 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](http://lead4ward.com)
- Region 13 ESC, *ELPS Toolkit*
- Texas Education Agency (TEA) – [tea.texas.gov](http://tea.texas.gov)
- TEA, Project Share/Epsilen – *Implementing the ELPS in Social Studies*



# Contact Information

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