



# Journey Through the Language Development Process

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# Need / Data

2015 STAAR	State %	Region %	District %	ELLs %	Difference
Reading	77	73	87	71	-16
Math	81	79	87	63	-24
Writing	72	71	88	76	-12
Science	78	75	88	68	-20
Social Studies	78	72	86	66	-20

2015 PBMAS	STAAR Cut Point	Bilingual	ESL - STAAR	EOC Cut Point	ESL- EOC
Reading	70-100	76.9	<b>70.8</b>	*Report Only	50.3
Math	70-100	75.7	83.2	60-100	66.7
Writing	70-100	76.5	<b>68.8</b>	w/Rdg	w/Rdg
Science	65-100	<b>61.4</b>	68.8	60-100	79.7
Social Studies	65-100	N/A	<b>56.6</b>	60-100	78.9



# Need / Data

2016 STAAR 5	District %	ELLs %	Diff.
Reading	87	76	-11
Math	91	82	-9
2016 STAAR 8	District %	ELLs %	Diff.
Reading	90	62	-28
Math	97	90	-7

Spr 2016 EOC	District %	ELLs %	Diff.
English I	75	34	-41
English II	64	20	-44
Algebra I	89	69	-20
Biology	94	78	-16
US History	95	63	-32

# Objectives for Today



## Content Objective

- Provide clarification of the different aspect of the language development process
- Identify steps in the language development process
- Identify “tools” and sources of data available to teachers in planning for language development
- Describe various accommodations to instructional activities and materials

## Language Objective

- Discuss different aspects of the language development process
- Reflect on the purpose of the language development process
- Share ideas/challenges/experiences in developing language skills in English
- Share ideas for implementation



# Why is this important?

To develop language proficiency in English

To improve the achievement of students

To ensure all students have access to grade-level expectations of the general curriculum

To meet state and federal accountability mandates



# Why is this important?

## Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum

### §74.4 English Language Proficiency Standards (ELPS)

- (b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:
  - (4) provide **intensive and ongoing foundational second language acquisition instruction** to ELLs in Grade 3 or higher who are at the beginning or intermediate level of English language proficiency in listening, speaking, reading, and/or writing as determined by the state's English language proficiency assessment system. These ELLs **require focused, targeted, and systematic second language acquisition instruction** to provide them with the foundation of English language vocabulary, grammar, syntax, and English mechanics necessary to support content-based instruction and accelerated learning of English.



# Why is this important?

## Texas Educator Standards

- Standard 1 – Instructional Planning and Delivery
  - B – developmentally appropriate, standards-driven lessons
    - B ii – Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students
    - B iii – Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals
  - C – diverse learners, adapting methods
- Standard 2 – Knowledge of Students and Student Learning
  - A – belief that all students have the potential to achieve
    - A ii – create a community of learners in an inclusive environment
  - B – acquire, analyze, and use background information to engage students in learning
    - B ii – understand the unique qualities of students with exceptional needs...and know how to effectively address these needs through instructional strategies and resources



# Why is this important? – T-TESS

- *Dimension 1.1 Standards and Alignment – All activities, materials and assessments that...are appropriate for diverse learners*
- *Dimension 1.2 Data and Assessment – analysis of student data connected to specific instructional strategies*
- *Dimension 1.3 Knowledge of Students – adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students*
- *Dimension 1.4 Activities – activities, resources, technology and instructional materials that are aligned to instructional purposes, are varied and appropriate to ability levels of students*
- *Dimension 2.4 Differentiation – adapts lessons to address individual needs of all students; provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught*





# What does “systematic” second language acquisition mean?

## Second Language Acquisition Instruction

Instruction that provides opportunities to listen, speak, read, and write at the students' current levels of English development while gradually increasing the linguistic complexity of the English students read and hear and are expect to speak and write

## Systematic

Instruction and academic tasks are carefully planned and consistently implemented to address the progression of skills necessary to support the accelerated learning of English



# Foundation of English Language

- “Understand students’ language proficiency levels to linguistically accommodate academic and essential vocabulary.
- Allow students to practice oral and written forms of grammar and syntax during cooperative and independent tasks.
- Provide students with a linguistic platform to build on so they can advance to the next proficiency level.
- Include elements of the four language domains during content-based instruction.”

(TEA, ELPS Instructional Tool, p. 9)



# Systematic

- “Use routines and procedures which allow students to concentrate on their understanding of content.
- Encourage and support students’ participation in cooperative learning interactions as they progress in their language proficiency development.
- Recognize second language acquisition as a methodical progression of skills from simple to complex and plan accordingly.
- Engage students at the correct level of discourse by using scaffolded, probing questions and/or sentence frames.”

(TEA, ELPS Instructional Tool, p. 9)



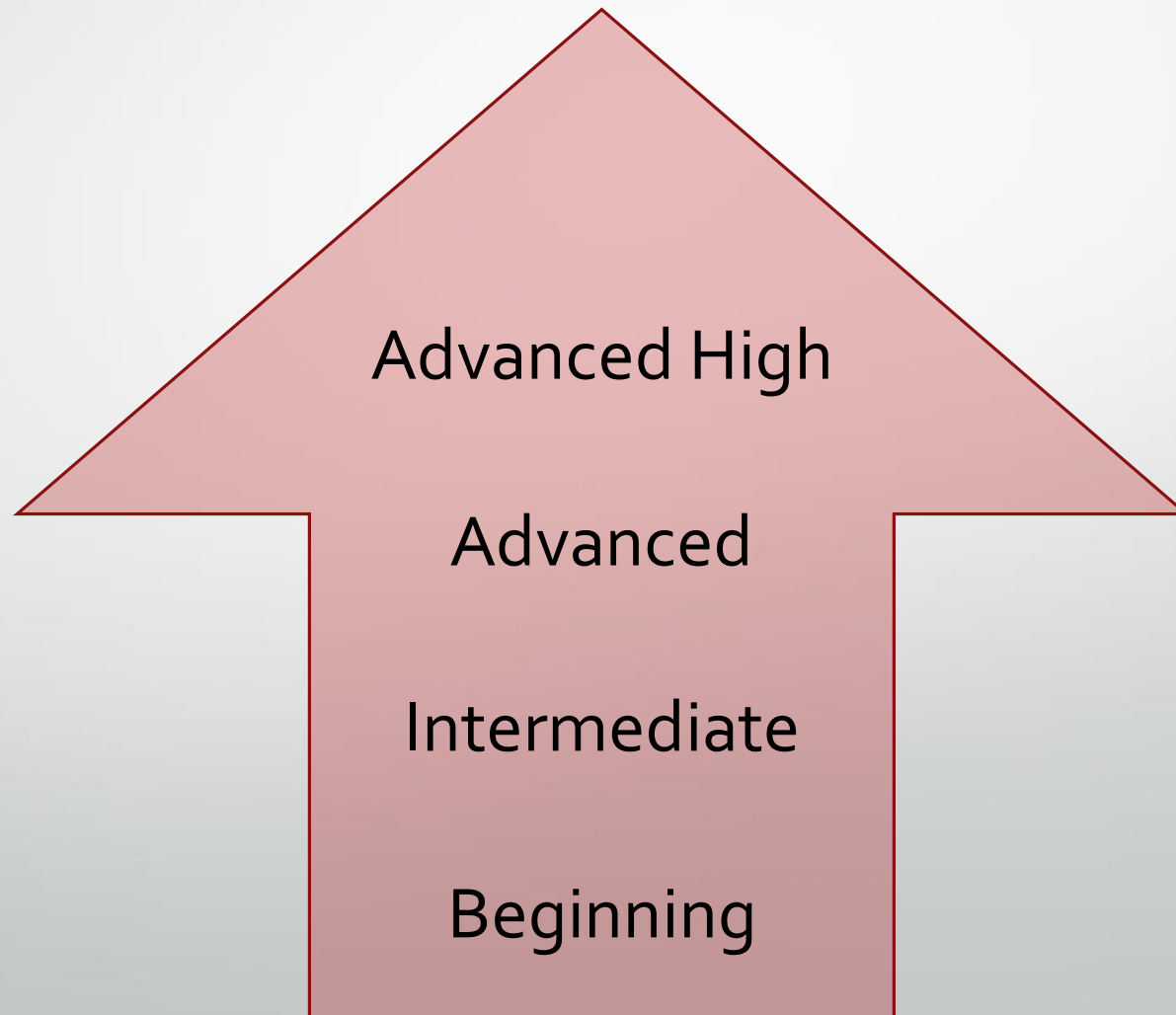
# Language Proficiency

“...the level of skills demonstrated when receiving messages (input) and expressing meaning (output).”

(TEA, *ELPS Instructional Tool*, p. 13)



# Language Proficiency Levels of ELLs





# Linguistic Accommodations

Definition:

Linguistic accommodations are English-language supports that help make content area instruction accessible to ELLs.

The proficiency level descriptors, which describe the English that ELLs are able to understand and use at each proficiency level, guide teachers in providing appropriate linguistic supports and accommodations.

Why are they important?

Instructional Accommodations vs Assessment Accommodations

Review Instructional Accommodations Form



# Language Development Process

“Language development planning and content-based instruction involve an ongoing process in which educators must **identify** and **respond** to the **linguistic** and **academic needs** of individual ELLs.”

(TEA, ELPS Instructional Tool, p. 10)



# Language Development Process

	Identify	Respond
Linguistic Needs	LAS Links Scores TerraNova Scores TELPAS Scores	
Academic Needs	Report Cards STAAR/EOC Scores TRPI/Tejas Lee Scores	





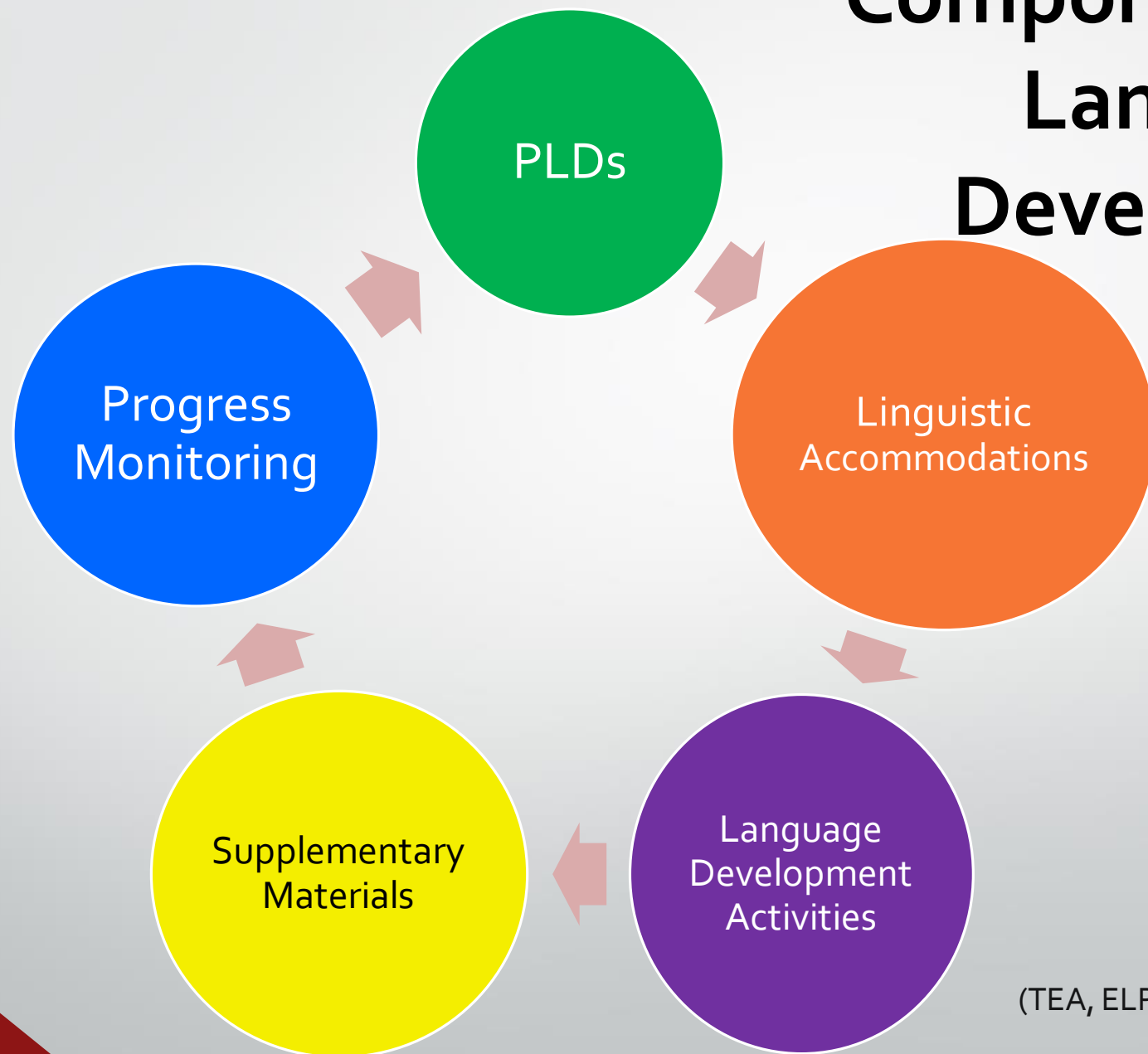
# Instructional Process

Design and deliver instruction for language development

Make decisions to foster a supportive language learning environment for ELLs

(TEA, ELPS Instructional Tool, p. 10)

# Components of the Language Development Process





# Proficiency Level Descriptors

PLDs

“Identify student’s English language proficiency levels in the domains of listening, speaking, reading, and writing.”

(TEA, ELPS Instructional Tool, p. 10)

- Obtain individual *Texas English Language Proficiency Assessment System* (TELPAS) ratings from the campus
- Identify proficiency levels of ELLs and plot beginning and/or intermediate students using the *ELPS Linguistic Instructional Alignment Guide* (LIAG).
- Review PLDs for familiarization of students’ current level of language proficiency level.



## Linguistic Accommodations

# Linguistic Accommodations

“Select linguistic accommodations that are commensurate with the student’s level of English language proficiency.”

(TEA, ELPS Instructional Tool, p. 10)

- **Accommodate** instructional materials and activities
- **Communicate** in a manner to ensure ELLs understand key content concepts
- Refer to *ELPS Linguistic Instructional Alignment Guide* for suggested teacher behaviors



# Language Development Activities

## Language Development Activities

“Provide multiple opportunities to listen, speak, read, and write using academic language.”

(TEA, ELPS Instructional Tool, p. 11)

- Use sentence frames and probing questions to promote social and academic discourse.
- Ensure activities are designed to include participation from all levels of proficiency.
- Establish routines and procedures to promote a supportive learning environment.



# Supplementary Materials

Supplementary  
Materials

“Choose supplementary materials needed to support student learning of new concepts.”

(TEA, ELPS Instructional Tool, p. 11)

- Select adaptive text(s) or related literature to support students' understanding.
- Use visuals, manipulatives, and/or modeling to pre-teach vocabulary and/or concepts.



## Progress Monitoring

# Progress Monitoring

“Continuously gather information on student progress in English language development.”

(TEA, ELPS Instructional Tool, p. 11)

- Implement listening, speaking, reading, and writing activities during instruction to check for understanding.
- Refer to *Performance Based Activities from Educator Guide to TELPAS* for suggested activities.
- Track and communicate progress to all stakeholders.
- Revisit PLDs to consistently support and promote higher levels of English language acquisition.



# 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 Documents

- Know your content TEKS
- Plan according to your students' proficiency level(s) and academic level(s)
- Incorporate opportunities for students to develop English language skills in each of the 4 domains



# Comments / Questions





# References

- TEA
- Chapter 74.4 English Language Proficiency Standards
- *ELPS Instructional Tool* (TEA)
- *Navigating the ELPS in the Social Studies Classroom* (John Seidlitz & Bill Perryman)



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