

ELPS Instructional Tool



*A Language Development
Process for **Beginning** and
Intermediate ELLs*





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Introduction to the ELPS Instructional Tool



English language learners (ELLs) come to the classroom with a wide range of educational backgrounds and varying levels of English language proficiency. While some ELLs may have the academic and linguistic ability which enables them to participate in social and academic interactions, other ELLs may need support in understanding and making connections with grade-level content.

ELLs need instructional activities and learning tools specifically designed to build on what they already know to allow them to comfortably use newly-acquired English. Thus, academic tasks must support the development of effective communication and understanding of oral and written forms of language for successful content attainment.

The English Language Proficiency Standards (ELPS) Instructional Tool will provide educators with an insight to the essential instructional components for supporting ELLs identified at the beginning and intermediate levels of English language proficiency. The purposeful design and delivery of content-based instruction must provide an intensive and ongoing foundation in second language acquisition as required by Texas Administrative Code (TAC), Chapter 74.4 b (4).

Texas Administrative Code, Chapter 74.4 b(4)

In 2007-2008, the State Board of Education approved the ELPS as the second language acquisition curriculum necessary for the success of English language learners. In accordance with the ELPS, Texas Administrative Code, Chapter 74.4 b(4), requires school districts to ...

b(4) provide intensive and ongoing foundational **second language acquisition instruction¹** to **ELLs in Grade 3 or higher²** who are at the **beginning or intermediate level of English language proficiency³** in listening, speaking, reading, and/or writing as determined by the **state's English language proficiency assessment system⁴**. These ELLs require **focused⁵**, **targeted⁶**, and **systematic⁷** second language acquisition instruction to provide them with the foundation of English language **vocabulary⁸**, **grammar⁹**, **syntax¹⁰** and English **mechanics¹¹** necessary to support content-based instruction and accelerated learning of English.

1

second language acquisition instruction

Providing opportunities to listen, speak, read, and write at students' current levels of English development while gradually increasing the linguistic complexity of the English students read and hear, and are expected to speak and write.

2

ELLs at Grade 3 or higher

Every student, in Grade 3 or higher, who has a home language other than English and has been identified as limited English proficient (English language learner) based on criteria established by the State of Texas.

3

beginning or intermediate level of English language proficiency

English language learners at these levels of language proficiency have little/no to limited ability to understand and use grade-level English in academic and social settings as identified by the English Language Proficiency Standards (ELPS) in each of the four language domains.

4

state's English language proficiency assessment

The Texas English Language Proficiency Assessment System(TELPAS) assesses the English language proficiency of K-12 ELLs.

5

focused

Instruction and academic tasks are specifically designed with an emphasis on promoting students' English language development.

6

targeted

Instruction and academic tasks are purposefully aligned to the language proficiency levels of ELLs.

7

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.

8

vocabulary

The words necessary for effective communication and understanding of oral and written forms of language.

9

grammar

The rules for spoken and written forms of language.

10

syntax

The arrangement and sequence of words in sentences, clauses, and phrases.

11

mechanics

In writing, the use of standard rules of grammar, spelling, punctuation, and usage, as opposed to expressive or artistic considerations.

Second Language Acquisition in the Classroom

As required by TAC Chapter 74.4 b(4), educators must provide intensive and ongoing foundational second language acquisition instruction to beginning and intermediate ELLs in Grade 3 or higher in order to support content-based instruction and the accelerated learning of English.

What Is Second Language Acquisition?

Second language acquisition is the process involved when learning a second language or target language. For ELLs in Texas schools, learning a second language occurs at any age or grade level. In order for ELLs to fully comprehend and develop a second language, it is essential to take into account that second language acquisition is an interdependent process. The progression of skills in the four language domains of listening, speaking, reading, and writing are developed simultaneously. These language domains can be divided into two categories: receptive skills and expressive skills.

Listening and reading are the receptive (input) skills which students need when they are receiving language. Students' development in receptive skills is necessary for comprehension and attainment of the English language and content as well.

Speaking and writing are the expressive (output) skills which students need in order to express themselves. Students' ability to express and share their personal ideas and content knowledge allow teachers the opportunity to check for understanding and adjust instruction accordingly.

For educators selecting and planning instructional tasks, it is important to implement a multitude of learning interactions promoting the development of receptive and expressive skills simultaneously. Proficiency in all four language domains is needed for ELL success.



According to Krashen (1982), as students acquire a second language, they progress through a series of predictable stages of skills from simple to more complex. This progression is very similar to the process of learning one's first language through guidance and support. Even though students advance through the stages in a particular order, they may not always progress at the same rate of speed and the duration at each stage may also vary. Therefore, ensuring that content is focused, targeted, and systematic will accelerate the learning of content and language.

Focused, targeted, and systematic instructional activities and materials provide students with the support necessary to transition from one proficiency level to the next. Without appropriate linguistic support, students may experience difficulty understanding the grade-level English language used during content-based instruction. Thus, they will lack the **foundation of English language** necessary for their development and attainment of TEKS-based content. The following are a few examples of focused, targeted, and systematic teacher behaviors to employ while designing and planning instructional activities that support English development and during content attainment.

Focused:

- Pre-teach academic and social vocabulary to support comprehension during instruction
- Build background to ensure comprehension during academic tasks
- Organize group configurations to support all ELLs, especially those at the beginning and intermediate levels
- Use formative and summative assessments consistently to adjust the level of linguistic accommodations provided

Targeted:

- Identify the lesson's language objective(s) based on the ELPS cross-curricular student expectations
- Provide students with the tools necessary to express themselves in oral and written forms of language
- Accommodate activities and materials based on students' levels of language and content proficiency
- Plan concentrated and intentional opportunities for academic and social interactions and/or discourse

Systematic:

- Utilize 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 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

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 and advance to the next proficiency level
- Include elements of the four language domains during content-based instruction

Language Development Process

Language development planning and content-based instruction involves an ongoing process of which educators must identify and respond to the linguistic and academic needs of individual ELLs. This instructional process, for the design and delivery of language development, provides guidance for making decisions to foster a supportive, language-learning environment for ELLs to reach their full academic potential.



The diagram illustrates the Language Development Process using two pushpin-style markers on a grey background. The first marker is a green sphere labeled 'PLDs' with a light green callout box. The second marker is an orange sphere labeled 'Linguistic Accommodations' with a light orange callout box. The callout boxes contain specific instructions and bullet points for each step.

Linguistic Accommodations

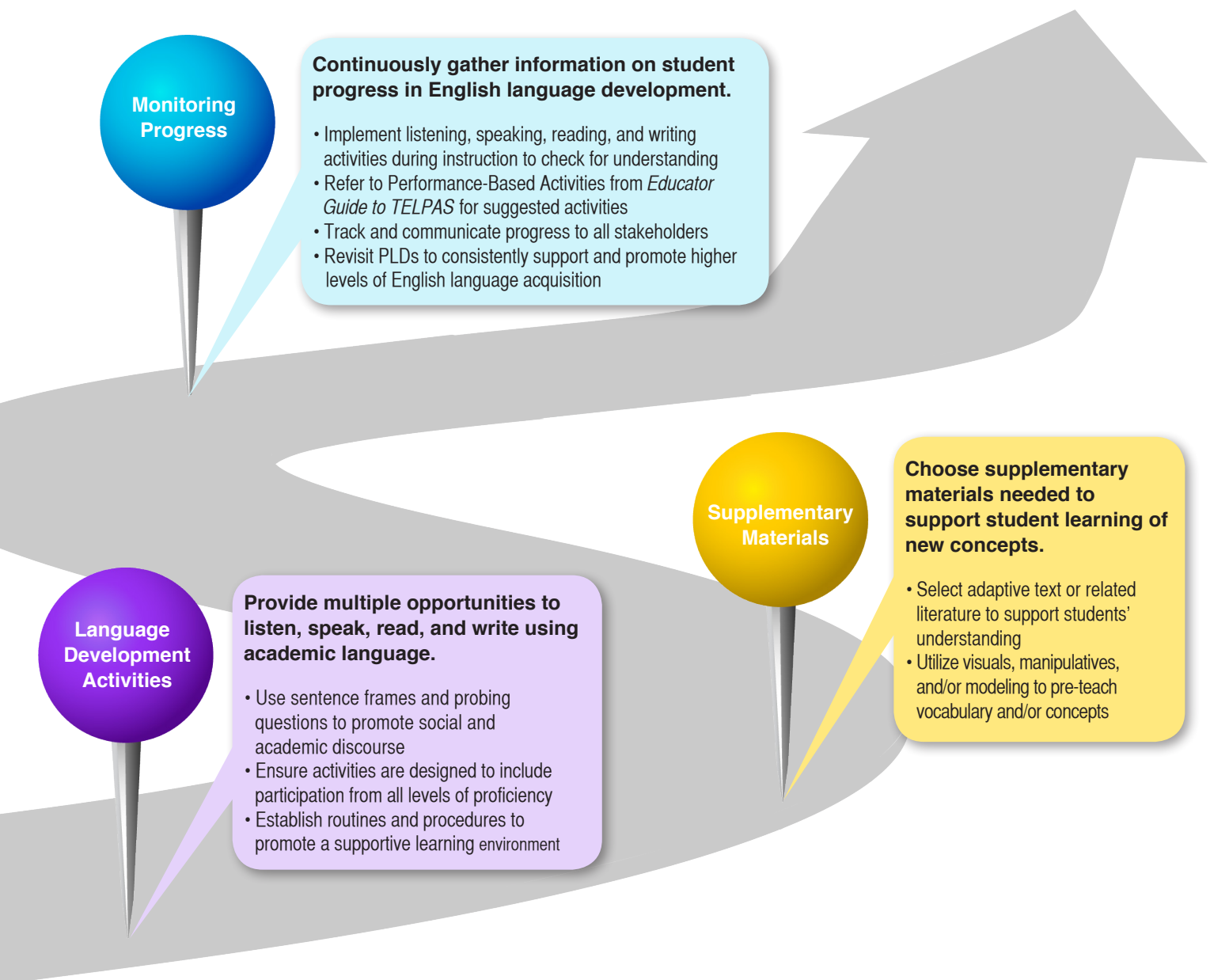
Select linguistic accommodations that are commensurate with the student's levels of English language proficiency.






- 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

PLDs

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

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



-  Proficiency Level Descriptors
-  Linguistic Accommodations
-  Language Development Activities
-  Supplementary Materials
-  Monitoring Progress

Language Development Progress Reflection Questions

Use the bullets provided to complete the questions below. These questions are intended to generate reflective discourse regarding the language development process emphasizing the progress, performance and attainment of the English language for ELLs.



- How do/does _____ move ELLs toward the attainment of English language proficiency?
- What is the effect on ELLs' progress if _____ is/are not addressed?
- What is the relationship between the performance of ELLs and _____?
- How is the English language proficiency of ELLs affected when _____ is/are not addressed?

ELPS-TELPAS Proficiency Level Descriptors



Title III, Part A of the No Child Left Behind Act of 2001 (NCLB), requires states to annually assess the progress of K-12 ELLs in the language domains of listening, speaking, reading, and writing. For the State of Texas, this assessment is the Texas English Language Proficiency Assessment System (TELPAS) which is aligned with the ELPS cross-curricular student expectations.

TELPAS assessments are holistically rated and performance-based, with the exception of the reading assessments for grades 2–12, which are online multiple-choice tests. Students are assessed using the ELPS-TELPAS Proficiency Level Descriptors (PLDs) in each language domain. Each language domain has four levels of language proficiency: beginning, intermediate, advanced and advanced high. The PLDS used for TELPAS are the same as those located in 19 TAC 74.4(d).

What is Language Proficiency?

Language proficiency is the level of skills demonstrated when receiving (input) messages and expressing (output) meaning. It is important to note that students should be able to consistently and effectively demonstrate these skills across a variety of academic and social contexts.

Using Language Proficiency Levels for Classroom Learning Interactions



Positive and effective classroom learning environments require educators' understanding of the key features of each proficiency level. Familiarization with the PLDs allow educators to work efficiently within students' current proficiency level and assists students in developing the skills necessary to progress to the next proficiency level.

Classroom learning interactions, whether cooperative or teacher-led, should not only provide students with opportunities to be successful but also with opportunities to expand their linguistic abilities. For example, once students' levels of language proficiency have been identified, educators can scaffold questions for whole-class or one-on-one discussions. Utilizing scaffolded questions during language development activities promote the development of listening, speaking, reading, and writing. Providing scaffolded questions assist students as they respond at their current proficiency level and the level just beyond.

While scaffolded questions should be adapted to elicit participation from all ELLs, it is equally important to use questions which focus on developing students' higher-order thinking skills. While beginning and intermediate students may not have the ability to fully express (output) themselves, educators should not view this as an inability to use higher-order thinking skills or to think abstractly. Through frequent participation in various academic and social contexts, linguistic abilities and content development are accelerated.

Educators should take into account the range of abilities within each proficiency level such as early, middle, or late. For instance, some students could possibly demonstrate language which peaks into the next level. Other students, at the early stage of their current proficiency level, may demonstrate traits of their previous level of proficiency. In both instances, focused and targeted instructional activities facilitate students' transition to a higher proficiency level.

Understanding the ELPS-TELPAS PLDs

The descriptors in each column define the summary statements and demonstrate what students know at each level of proficiency.

This section of the ELPS Instructional Tool further outlines the descriptors by language domain.

ELPS-TELPAS Proficiency Level Descriptors				
Proficiency Level	Beginning	Intermediate	Advanced	Advanced High
Summary Statement	Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
Descriptors	1st Descriptor	These students: struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)	These students: usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)	These students: usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding
	2nd Descriptor	struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs	often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs	understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions
	3rd Descriptor	may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues	have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech	occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

Planning Linguistically Accommodated Instruction With the ELPS-TELPAS PLDs

When planning content-based instruction, it is important to take into account the ELPS cross-curricular student expectations and the PLDs. Activities and materials used in a lesson should correlate to students' current levels of proficiency and the ELPS student expectations.

For example, beginning and intermediate ELLs may have no English ability or limited English ability to participate in academic interactions without linguistic support. By utilizing the PLDs during planning, teachers can determine the lesson's activities, supplementary materials, and linguistic accommodations. These elements are necessary for participation from all levels of proficiency in both teacher-directed instruction and cooperative learning interactions.

To view the cross-curricular student expectations of the English Language Proficiency Standards, refer to <http://ritter.tea.state.tx.us/rules/tac/chapter074/ch074a.html#74.4>.

Global Definitions of the Proficiency Levels	Key Features
Beginning Beginning students have little or no ability to understand and use English. They may know a little English but not enough to function meaningfully in social or academic settings.	Beginning Little or no English ability
Intermediate Intermediate students do have some ability to understand and use English. They can function in social and academic settings as long as the tasks require them to understand and use simple language structures and high-frequency vocabulary in routine contexts.	Intermediate Limited ability, simple language structures, high-frequency vocabulary, routine contexts
Advanced Advanced students are able to engage in grade-appropriate academic instruction in English, although ongoing second language acquisition support is needed to help them understand and use grade-appropriate language. These students function beyond the level of simple, routinely used English.	Advanced Ability to engage in grade-appropriate academic instruction with second language acquisition support
Advanced High Advanced High students have attained the command of English that enables them, with minimal second language acquisition support, to engage in regular, all-English academic instruction at their grade level.	Advanced High Ability to engage in grade-appropriate academic instruction with minimal second language acquisition support

Excerpted from Educator Guide to TELPAS

Grades K–12 | LISTENING

	Beginning	Intermediate	Advanced	Advanced High
	Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
1st Descriptor Type of spoken English understood and how much the understanding is dependent on supports and linguistic adaptations	These students: struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)	These students: usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)	These students: usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding	These students: understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used
2nd Descriptor Degree of comprehension demonstrated when interactions are not modified to include supports and linguistic adaptations	struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs	often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs	understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs	understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions
3rd Descriptor Degree of need to seek clarification to understand or confirm meaning of spoken English	may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues	have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech	occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear	rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

Grades K–12 | SPEAKING

	Beginning	Intermediate	Advanced	Advanced High
	Beginning English language learners (ELLs) have little or no ability to speak English in academic and social settings.	Intermediate ELLs have the ability to speak in a simple manner using English commonly heard in routine academic and social settings.	Advanced ELLs have the ability to speak using grade-appropriate English, with second language acquisition support, in academic and social settings.	Advanced high ELLs have the ability to speak using grade-appropriate English, with minimal second language acquisition support, in academic and social settings.
1st Descriptor Discourse type and length; fluency	These students: mainly speak using single words and short phrases consisting of recently practiced, memorized, or highly familiar material to get immediate needs met; may be hesitant to speak and often give up in their attempts to communicate	These students: are able to express simple, original messages, speak using sentences, and participate in short conversations and classroom interactions; may hesitate frequently and for long periods to think about how to communicate desired meaning	These students: are able to participate comfortably in most conversations and academic discussions on familiar topics, with some pauses to restate, repeat, or search for words and phrases to clarify meaning	These students: are able to participate in extended discussions on a variety of social and grade-appropriate academic topics with only occasional disruptions, hesitations, or pauses
2nd Descriptor Vocabulary	speak using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts	speak simply using basic vocabulary needed in everyday social interactions and routine academic contexts; rarely have vocabulary to speak in detail	discuss familiar academic topics using content-based terms and common abstract vocabulary; can usually speak in some detail on familiar topics	communicate effectively using abstract and content-based vocabulary during classroom instructional tasks, with some exceptions when low-frequency or academically demanding vocabulary is needed; use many of the same idioms and colloquialisms as their native English-speaking peers
3rd Descriptor Grammar structures	lack the knowledge of English grammar necessary to connect ideas and speak in sentences; can sometimes produce sentences using recently practiced, memorized, or highly familiar material	exhibit an emerging awareness of English grammar and speak using mostly simple sentence structures and simple tenses; are most comfortable speaking in present tense	have a grasp of basic grammar features, including a basic ability to narrate and describe in present, past, and future tenses; have an emerging ability to use complex sentences and complex grammar features	can use English grammar structures and complex sentences to narrate and describe at a level nearly comparable to native English-speaking peers
4th Descriptor Accuracy	exhibit second language acquisition errors that may hinder overall communication, particularly when trying to convey information beyond memorized, practiced, or highly familiar material	exhibit second language acquisition errors that may hinder overall communication when trying to use complex or less familiar English	make errors that interfere somewhat with communication when using complex grammar structures, long sentences, and less familiar words and expressions	make few second language acquisition errors that interfere with overall communication
5th Descriptor Pronunciation	typically use pronunciation that significantly inhibits communication	use pronunciation that can usually be understood by people accustomed to interacting with ELLs	may mispronounce words, but use pronunciation that can usually be understood by people not accustomed to interacting with ELLs	may mispronounce words, but rarely use pronunciation that interferes with overall communication

Grades 2–12 | READING

	Beginning	Intermediate	Advanced	Advanced High
	Beginning English language learners (ELLs) have little or no ability to read and understand English used in academic and social contexts.	Intermediate ELLs have the ability to read and understand simple, high-frequency English used in routine academic and social contexts.	Advanced ELLs have the ability to read and understand, with second language acquisition support, grade-appropriate English used in academic and social contexts.	Advanced high ELLs have the ability to read and understand, with minimal second language acquisition support, grade appropriate English used in academic and social contexts.
1st Descriptor Vocabulary	<p>These students: read and understand the very limited recently practiced, memorized, or highly familiar English they have learned; vocabulary predominantly includes</p> <ul style="list-style-type: none"> - environmental print - some very high-frequency words - concrete words that can be represented by pictures 	<p>These students: read and understand English vocabulary on a somewhat wider range of topics and with increased depth; vocabulary predominantly includes</p> <ul style="list-style-type: none"> - everyday oral language - literal meanings of common words - routine academic language and terms - commonly used abstract language such as terms used to describe basic feelings 	<p>These students: read and understand, with second language acquisition support, a variety of grade-appropriate English vocabulary used in social and academic contexts:</p> <ul style="list-style-type: none"> - with second language acquisition support, read and understand grade-appropriate concrete and abstract vocabulary, but have difficulty with less commonly encountered words - demonstrate an emerging ability to understand words and phrases beyond their literal meaning - understand multiple meanings of commonly used words 	<p>These students: read and understand vocabulary at a level nearly comparable to that of their native English-speaking peers, with some exceptions when low-frequency or specialized vocabulary is used</p>
2nd Descriptor Fluency	read slowly, word by word	often read slowly and in short phrases; may re-read to clarify meaning	read longer phrases and simple sentences from familiar text with appropriate rate and speed	generally read grade-appropriate, familiar text with appropriate rate, speed, intonation, and expression
Typical reading comprehension features at each level:	<ul style="list-style-type: none"> • have a very limited sense of English language structures • comprehend predominantly isolated familiar words and phrases; comprehend some sentences in highly routine contexts or recently practiced, highly familiar text • are highly dependent on visuals and prior knowledge to derive meaning from text in English • are able to apply reading comprehension skills in English only when reading texts written for this level 	<ul style="list-style-type: none"> • have a growing understanding of basic, routinely used English language structures • understand simple sentences in short, connected texts, but are dependent on visual cues, topic familiarity, prior knowledge, pretaught topic-related vocabulary, story predictability, and teacher/peer assistance to sustain comprehension • struggle to independently read and understand grade-level texts • are able to apply basic and some higher-order comprehension skills when reading texts that are linguistically accommodated and/or simplified for this level 	<ul style="list-style-type: none"> • are developing skill in using their growing familiarity with English language structures to construct meaning of grade-appropriate text • are able to apply basic and higher-order comprehension skills when reading grade-appropriate text, but are still occasionally dependent on visuals, teacher/peer assistance, and other linguistically accommodated text features to determine or clarify meaning, particularly with unfamiliar topics 	<ul style="list-style-type: none"> • are able to, at a level nearly comparable to native English-speaking peers, use their familiarity with English language structures to construct meaning of grade-appropriate text • are able to apply, with minimal second language acquisition support and at a level nearly comparable to native English-speaking peers, basic and higher-order comprehension skills when reading grade-appropriate text

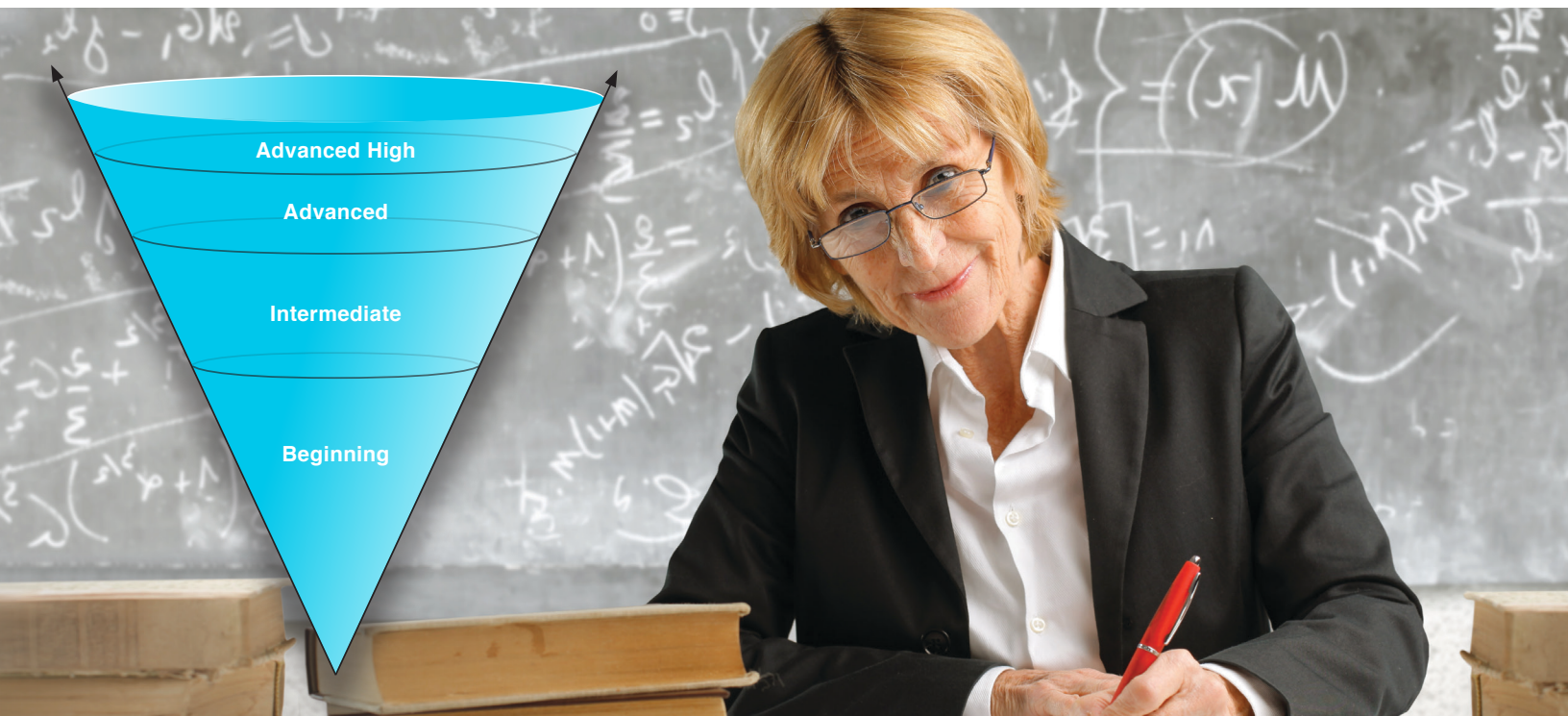
This ELPS Instructional Tool addresses Grade 3 or higher. Separate K-1 PLDs that address emergent literacy are available at <http://www.tea.state.tx.us/student.assessment/ell/telpas/>.

Grades 2–12 | WRITING

	Beginning	Intermediate	Advanced	Advanced High
	Beginning English language learners (ELLs) lack the English vocabulary and grasp of English language structures necessary to address grade-appropriate writing tasks meaningfully.	Intermediate ELLs have enough English vocabulary and enough grasp of English language structures to address grade-appropriate writing tasks in a limited way.	Advanced ELLs have enough English vocabulary and command of English language structures to address grade-appropriate writing tasks, although second language acquisition support is needed.	Advanced high ELLs have acquired the English vocabulary and command of English language structures necessary to address grade-appropriate writing tasks with minimal second language.
1st Descriptor Ability to use English to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction	These students: have little or no ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction	These students: have a limited ability to use the English language to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction	These students: are able to use the English language, with second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction	These students: are able to use the English language, with minimal second language acquisition support, to express ideas in writing and engage meaningfully in grade-appropriate writing assignments in content area instruction
2nd Descriptor Ability to use English to develop or demonstrate elements of grade-appropriate writing in English (e.g., focus and coherence, conventions, organization, voice and development of ideas)	lack the English necessary to develop or demonstrate elements of grade-appropriate writing (e.g., focus and coherence, conventions, organization, voice, and development of ideas) in English	are limited in their ability to develop or demonstrate elements of grade-appropriate writing in English; communicate best when topics are highly familiar and concrete, and require simple, high-frequency English	know enough English to be able to develop or demonstrate elements of grade-appropriate writing in English, although second language acquisition support is particularly needed when topics are abstract, academically challenging, or unfamiliar	know enough English to be able to develop or demonstrate, with minimal second language acquisition support, elements of grade-appropriate writing in English
Typical writing features at each level:	<ul style="list-style-type: none"> • ability to label, list, and copy • high-frequency words/phrases and short, simple sentences (or even short paragraphs) based primarily on recently practiced, memorized, or highly familiar material; this type of writing may be quite accurate • present tense used primarily • frequent primary language features (spelling patterns, word order, literal translations, and words from the student's primary language) and other errors associated with second language acquisition may significantly hinder or prevent understanding, even for individuals accustomed to the writing of ELLs 	<ul style="list-style-type: none"> • simple, original messages consisting of short, simple sentences; frequent inaccuracies occur when creating or taking risks beyond familiar English • high-frequency vocabulary; academic writing often has an oral tone • loosely connected text with limited use of cohesive devices or repetitive use, which may cause gaps in meaning • repetition of ideas due to lack of vocabulary and language structures • present tense used most accurately; simple future and past tenses, if attempted, are used inconsistently or with frequent inaccuracies • descriptions, explanations, and narrations lacking detail; difficulty expressing abstract ideas • primary language features and errors associated with second language acquisition may be frequent • some writing may be understood only by individuals accustomed to the writing of ELLs; parts of the writing may be hard to understand even for individuals accustomed to the writing of ELLs 	<ul style="list-style-type: none"> • grasp of basic verbs, tenses, grammar features, and sentence patterns; partial grasp of more complex verbs, tenses, grammar features, and sentence patterns • emerging grade-appropriate vocabulary; academic writing has a more academic tone • use of a variety of common cohesive devices, although some redundancy may occur • narrations, explanations, and descriptions developed in some detail with emerging clarity; quality or quantity declines when abstract ideas are expressed, academic demands are high, or low-frequency vocabulary is required • occasional second language acquisition errors • communications are usually understood by individuals not accustomed to the writing of ELLs 	<ul style="list-style-type: none"> • nearly comparable to writing of native English-speaking peers in clarity and precision with regard to English vocabulary and language structures, with occasional exceptions when writing about academically complex ideas, abstract ideas, or topics requiring low-frequency vocabulary • occasional difficulty with naturalness of phrasing and expression • errors associated with second language acquisition are minor and usually limited to low-frequency words and structures; errors rarely interfere with communication

This ELPS Instructional Tool addresses Grade 3 or higher. Separate K-1 PLDs that address emergent literacy are available at <http://www.tea.state.tx.us/student.assessment/ell/tepas/>.

Degree of Linguistic Accommodations by Language Domain



The ELPS-TELPAS PLDs provide the guidance for educators to design and deliver grade-level, content-based instruction in conjunction with providing ELLs with a foundation of the English language.

The graphic above demonstrates how the level of linguistically-accommodated instruction decreases as students advance to higher levels of proficiency. Naturally, students will progress at different rates of speed. Yet, linguistic supports ensure students' language and academic needs are met for an easier English language transition. At each level of proficiency, students are acquiring and internalizing the language skills necessary for progression. Even students at the advanced high level still require linguistic support. Though, the degree and type of linguistic support given at each level of proficiency will vary.

This section of the ELPS Instructional Tool provides an overview of the degree of linguistic accommodations by language domain. While each table includes all four levels of language proficiency, the focus is on beginning and intermediate examples of linguistic accommodations in accordance to TAC 74.4 b(4). These examples are just a few ways educators can adjust and adapt instructional learning interactions across the curriculum.

	Beginning	Intermediate	Advanced	Advanced High
Listening	Maximum use of linguistic supports such as visuals, gestures, slower speech, and other verbal cues; multiple checks for understanding and allow clarification in native language, including assistance from peers	Frequent and extensive use of visuals, simplified language, preteaching and previewing vocabulary or build topic-related vocabulary when topics are unfamiliar; rephrase speech and allow for clarification	Occasional use of visuals, verbal cues, and gestures to support understanding of unfamiliar topics; allow some wait time to process information and request clarification	Minimal linguistic accommodation during longer, elaborated academic instructional discussions with some exception when complex academic or highly specialized language is used

	Beginning	Intermediate
Classroom Activities	Following directions for: <ul style="list-style-type: none"> Routine classroom procedures Cooperative large and small group work Independent instructional tasks Hands-on and problem-solving activities 	Text read aloud: <ul style="list-style-type: none"> Teacher-led lecture or lesson Expository textbooks Graphs, tables, charts used during instruction and/or group work
Teacher Supports	Visuals <ul style="list-style-type: none"> Provide illustrations/photos of key concepts or vocabulary Model expected behavior or final product Utilize nonverbal cues such as gestures or physical movement for added emphasis Speech <ul style="list-style-type: none"> Slower speech, shorter sentences, repetition Language focuses on providing meaning and vocabulary Provide students with sentence frames 	Pre-teach and preview vocabulary <ul style="list-style-type: none"> Use concrete models, illustrations, and/or videos of topic-related terms Allow for clarification Build background <ul style="list-style-type: none"> Provide adaptive text or leveled reader of lesson's topic Use of multimedia and manipulatives for students' clarification
Student Outcomes	<ul style="list-style-type: none"> Actively listens and begins to respond by using nonverbal signals Understands more than can produce Reduces anxiety to increase participation Can focus on the content and academic language 	<ul style="list-style-type: none"> Reduces anxiety to increase participation Can focus on the content and academic language Increases active participation during whole class and small group interactions

Teacher Tips for Beginning and Intermediate ELLs

In order for students to learn to read and write, students need to be able to differentiate and perceive units of sounds.

- Speak in a clear, concise matter and implement gestures for added emphasis when presenting new content.
- Listening activities should be followed up with speaking, reading, and/or writing activities so students can internalize the content they heard.

	Beginning	Intermediate	Advanced	Advanced High
Speaking	Maximum modeling of intonation and correct pronunciation in a variety of social and academic contexts; accept responses consisting of single words and phrases from highly familiar or memorized vocabulary	Frequent use of simple sentence frames or graphic organizers during routine classroom academic contexts; accept responses consisting of simple, present tense sentences and rarely with any details	Occasional use of graphic organizers and sentence frames during academic discussions on familiar topics and to develop student's use of present, past and future tenses in complex sentences	Minimal linguistic accommodation for student participation in extended discussions on a variety of social and grade-appropriate academic topics

	Beginning	Intermediate
Classroom Activities	Cooperative group work: <ul style="list-style-type: none"> Whole group and small group academic discussions Problem-solving activities 	Articulation of problem-solving strategies: <ul style="list-style-type: none"> Large-group and small-group interactions Oral presentation of final product
Teacher Supports	Intonation and pronunciation <ul style="list-style-type: none"> Model intonation and correct pronunciation of newly-learned vocabulary Focus on the content of students' response rather than pronunciation Responses: <ul style="list-style-type: none"> Respect and understand that students have a silent period at this level Do not force students to speak Accept single-word responses or short phrases 	Sentence frames: <ul style="list-style-type: none"> Provide linguistic support for students to participate in academic discussions Allow students to express and/or share their ideas or content knowledge Responses: <ul style="list-style-type: none"> Accept responses consisting of simple, present tense sentences Encourage students to participate and respond using sentence frames during instructional interactions
Student Outcomes	<ul style="list-style-type: none"> Nonverbal responses such as pointing or gesturing May illustrate their response or understanding of content 	<ul style="list-style-type: none"> Willingness to participate in academic discussions will increase Internalize and acquire newly-learned content and vocabulary

Teacher Tips for Beginning and Intermediate ELLs

There is a silent period that varies according to each individual. ELLs should not be forced to speak out loud without support.

- Plan academic tasks which allow ELLs to build their linguistic confidence. For example, have them share in small group before transitioning to a large-group or whole-class setting.
- Provide students with sentence frames to facilitate participation in speaking tasks.

	Beginning	Intermediate	Advanced	Advanced High
Reading	Maximum picture support; short texts that require comprehension of words, phrases, and short sentences that use the type of high-frequency, concrete vocabulary first acquired by learners of a second language	Frequent picture support; short texts written primarily on familiar topics; commonly used, everyday English and routine academic English	Occasional picture support; contextual aids and organizational features support comprehension of longer texts on both familiar and unfamiliar language arts and content area topics	Minimal linguistic accommodation; texts highly comparable to those written for native English speakers

	Beginning	Intermediate
Classroom Activities	Paired reading: <ul style="list-style-type: none"> Expository text of grade-level content Problem-solving activities Leveled readers 	Reading-response journals: <ul style="list-style-type: none"> Large-group and small-group interactions Cooperative learning interactions Independent and paired reading
Teacher Supports	Short text: <ul style="list-style-type: none"> Topic-related adaptive text with simplified language Pre-teach academic and essential vocabulary Provide sentence frames and/or probing questions for discussion Maximum picture support: <ul style="list-style-type: none"> Book walk with emphasis on pictures, tables, and charts Topic-related environmental print Picture cards, concrete models, and/or video of newly-presented content material or key vocabulary 	Sentence frames: <ul style="list-style-type: none"> Provide linguistic support for students to focus on content Allow students to express and/or share their ideas or content knowledge Frequent picture support: <ul style="list-style-type: none"> Book walk with emphasis on pictures, tables, and charts Topic-related environmental print Concrete models, video, and/or manipulatives
Student Outcomes	<ul style="list-style-type: none"> Increased understanding of content material and key vocabulary Willingness to share ideas with partner and/or teacher Makes personal connection with new content material and prior knowledge 	<ul style="list-style-type: none"> Increased understanding of content material and key vocabulary Internalizes and acquires newly-learned content and vocabulary Makes personal connection with new content material and prior knowledge Peaks interest to participate in cooperative learning interactions

Teacher Tips for Beginning and Intermediate ELLs

Involvement in a variety of reading settings, such as read alouds, shared reading, and independent reading promotes comprehension and fluency.

- Implement read aloud activities to model enunciation and the use of English language structures.
- Utilize think-aloud activities to support students' development of reading comprehension skills, such as focusing on main points and using visuals to provide context of new content material.

	Beginning	Intermediate	Advanced	Advanced High
Speaking	Maximum visual support such as graphic organizers, sentence frames, and/or word wall to elicit details for shared writing and whole-class writing projects on recently practiced, memorized, or highly familiar material	Frequent visual support such as sentence frames and interactive word wall and modeling of cohesive devices on familiar expository or procedural topics	Occasional use of visual support such as concept mapping when writing explanations or descriptions on abstract, academically challenging, or unfamiliar topics	Minimal linguistic accommodation when expressing ideas in writing and engaging in meaningful grade-appropriate writing about abstract ideas, or topics, requiring low-frequency vocabulary

	Beginning	Intermediate
Classroom Activities	Procedural writing: <ul style="list-style-type: none"> • Problem-solving activities for content material • Cooperative learning interactions 	Reading-response journals: <ul style="list-style-type: none"> • Cooperative learning interactions • Independent reading and writing activities • Procedural writing for content area
Teacher Supports	Word wall: <ul style="list-style-type: none"> • Interactive word wall with pictures and/or illustrations of key vocabulary • Used to pre-teach and/or preview new vocabulary • Review word wall to make connection between previously-taught and new content Sentence frames: <ul style="list-style-type: none"> • Provide linguistic support for students to focus on content • Allow students to express and/or share their ideas or content knowledge 	Sentence frames: <ul style="list-style-type: none"> • Provide linguistic support for students to focus on content • Allow students to express and/or share their ideas or content knowledge • Provide foundation for students to write original sentences Graphic organizers: <ul style="list-style-type: none"> • Use with whole class to develop ideas and build foundation • Provide key concepts, vocabulary, and ideas to use with sentence frames • Allow students to use during independent reading and writing
Student Outcomes	<ul style="list-style-type: none"> • Increased understanding of content material and key vocabulary • Makes personal connection with new content material and prior knowledge • Writes lists or phrases of content material to build conceptual foundation 	<ul style="list-style-type: none"> • Increased understanding of content material and key vocabulary • Internalizes and acquires newly-learned content and vocabulary • Makes personal connection with new content material and prior knowledge • Develops ability to write original sentences and writing samples of content

Teacher Tips for Beginning and Intermediate ELLs

Writing development is supported by multiple exposures to listening, speaking, and reading.

- Reading and utilizing environmental print is a form of support for ELLs to refer to as needed during learning interactions.
- Interactive writing activities allow educators to verbalize their thinking as they write. For example, a whole-class writing activity prepares students for independent and cooperative writing activities.

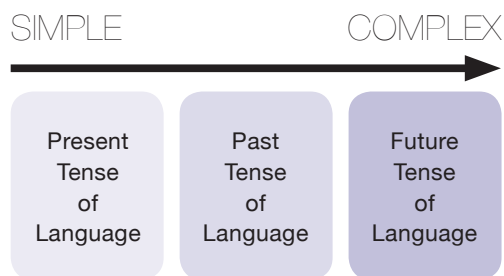
Linguistic Processing Skills

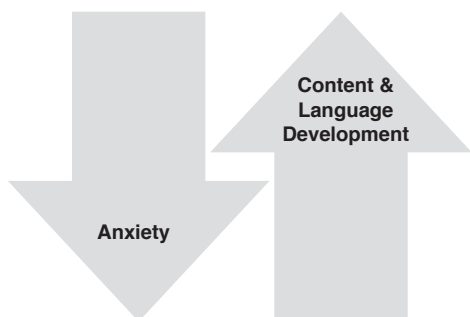


This section of the ELPS Instructional Tool contains sentence frames and probing questions which can be utilized by educators and students to support the progression from simple to complex language skills.

The suggested sentence frames and probing questions enhance content-based instructional activities, as students use and develop their receptive and expressive skills. These linguistic processing skills can be adapted and/or scaffolded to support ELLs at varying levels of language proficiency.

Some grammatical structures tend to be acquired easier than others, such as utilizing the present tense of language as opposed to the past or future. ELLs, particularly beginning and intermediate students, must be provided with multiple opportunities to employ a variety of grammatical structures. As a result, language development activities and student-learning tools need to be rooted in classroom instruction to support the transition from one level of language proficiency to the next. With time, students will begin to acquire and attain the ability to apply these skills effectively in academic and social settings.





In addition to supporting transition from one level of language proficiency to the next, language development activities and student-learning tools assist students with the academic language necessary for instructional tasks and cooperative learning interactions. For example, sentence frames provide students with the means to receive and express language while reducing their anxiety during content instruction. Students' level of content and language development will increase as students do not have to contend with context, grammar, and syntax simultaneously.

The following pages contain sentence frames and probing questions based on themes and concepts commonly used in TEKS-based instruction. The sentence frames are further organized into present, past, and future verb tenses to assist students in need of the linguistic supports necessary to express their ideas and content knowledge appropriately. Ultimately, the goal is to increase the linguistic complexity necessary for ELLs' participation in listening, speaking, reading and writing.

Cause and Effect - Page 28	Compare and Contrast - Page 29
Evaluation - Page 30	Inference and Prediction - Page 31
Organize and Classify - Page 32	Summarize and Paraphrase - Page 33

Cause and Effect

	Present	Past	Future
Sentence Frames	<ul style="list-style-type: none"> • I am ____ because ____. • When ____, then ____. • The (person/character) is ____ because ____. • We have to change ____ so ____. • Our results are the (same/different) because ____. • I know ____ is ____ because ____. 	<ul style="list-style-type: none"> • I believed ____ because I ____. • The character changed when ____. • The pattern was ____ (because/since) ____. • Our results were (not the same/the same) because ____. • I did ____ first because I knew ____. • I remembered ____ because ____. 	<ul style="list-style-type: none"> • (She/He) will be ____ since ____. • I will ____ so I can ____. • We will need to ____ so the ____. • Tomorrow I need to ____ so I can ____. • Since the character ____ then (he/she) will have to ____. • Our experiment may not work since we ____.

Probing Questions

- What would result if ____?
- What caused the ____ to ____?
- Why do you think ____ changed the results?
- How might ____ affect ____?
- What could (we/you) change so ____?
- What is another way to get the same results?
- Why do you think ____ happened?
- Which event in the story caused ____?

Compare and Contrast

	Present	Past	Future
Sentence Frames	<ul style="list-style-type: none"> • I am (looking at/comparing) the ____ and the ____. • The ____ are the same. The ____ are different. • I can see that the ____ and the ____ are the (same/different). • On our T-chart, we are writing the ____ on one side. The other side has ____. • The ____ is changing ____ because ____. • One has ____ and the other has ____. 	<ul style="list-style-type: none"> • I saw how the ____ and the ____ stayed the same. • The characters were different because ____. • I compared the ____ and _____. They are the (same/different). • The main character was ____ because ____. • All the numbers were ____. • I (looked at/ analyzed) the ____ as well as ____. 	<ul style="list-style-type: none"> • I will look at ____ in contrast to ____. • We will be comparing the ____ and the ____. • My group will be measuring the ____ to put them in order. • (I/We) will have to (pick/select) the ____ that we like best. • We will compare ____ as opposed to ____. • The ____ will have to be compared with the ____.

Probing Questions

- How (would/could) you (compare/contrast) ____?
- Which is the best answer?
- Why do you think ____ are (similar/different)?
- How did ____ (contrast/compare) to ____?
- In what ways are ____ and ____ (similar/different)?
- How was ____ (different/same) from ____?
- Where did ____ begin to change?
- How were the ____ (similar/different) in as (opposed to/in comparison to) ____?

Evaluation

	Present	Past	Future
Sentence Frames	<ul style="list-style-type: none"> • (I/We) (like/don't like) ____ because ____. • I don't understand why ____. • I can see why the ____ because ____. • I have a question about ____. • My group thinks that the answer is ____. • (I/We) (agree/don't agree) with ____. 	<ul style="list-style-type: none"> • I felt that ____ because ____. • The main difference was ____. • Our prediction was correct because ____. • (Our/my) answer was ____ because ____. • I discovered that ____ since the ____. • When (I/we) compared ____, I found that the ____. 	<ul style="list-style-type: none"> • I will need to ____ for the answer. • I feel that the ____ will ____. • If I were to be ____, I (would/could) ____. • We have to ____ to keep the same pattern. • I do not think the character will ____ since ____. • Based on the pattern, the numbers will ____.

Probing Questions

- What is the relationship between ____?
- Why do you (agree/disagree) ____?
- (Would/could) you change ____ to get different results?
- Why do you feel ____?
- How did you (determine/find) your answer?
- Why do you (agree/disagree) with ____?
- What might be a possible answer?
- How did the (relationship/actions of) ____ affect the (results/ending)?

Inference and Prediction

	Present	Past	Future
Sentence Frames	<ul style="list-style-type: none"> • I think that ____. • The ____ may be ____. • I think the numbers are ____ because ____. • (She/He) is not ____, so maybe ____. • I (do not believe/believe) that ____ is true since ____. • I feel that the character is ____ because (he/she) ____. 	<ul style="list-style-type: none"> • I (thought/predicted) that ____. • (She/He) was probably ____ since ____. • At first, I thought ____, but now ____. • The character had to ____ because ____. • I thought ____ was ____ since ____. • The (happiest/scariest) moment was when ____. 	<ul style="list-style-type: none"> • The ____ might be ____. • One possible (answer/solution) might be ____. • The ____ will change because ____. • I predict that the ____ will ____. • We (think/believe) the story will end with ____. • I think ____ could possibly ____ because ____.

Probing Questions

- What could change if ____?
- Why do you think ____?
- What would (happen/result) if ____?
- Why do you think ____ changed?
- How do you think ____ felt at the (beginning/end)?
- Based on ____, which one is a possible answer?
- How do you think the character felt (before/after) ____?
- When do you think ____ began to change?

Organize and Classify

	Present	Past	Future
Sentence Frames	<ul style="list-style-type: none"> • I put the ____ in one group. I put the ____ in another group. • (I/We) can see that the ____ are the same and the ____ are different. • The ____ are arranged from ____ to ____. • My ____ is organized by ____. • There are ____ types. ____ is one type and ____ is the other type. • We have to identify the ____ so we can organize the ____ by ____. 	<ul style="list-style-type: none"> • The ____ was sorted by ____. • I saw ____ are the same. I saw ____ are different. • We (put/wrote) the ____ in this order because ____. • (I/We) (saw/observed) that there are ____ groups because ____. • We (picked/selected) ____ by their ____ and ____. • First, I (arranged/placed) the ____ together. Then, I (arranged/placed) the ____ together. 	<ul style="list-style-type: none"> • I will see how the ____ are the (same/different). • My group will (classify/group) by ____. • We need to (arrange/organize) the ____ by ____. • After we look at the ____, we will have to (order/sort) them by ____. • We will need to (see/determine) if ____ are the same or different. • First, we will need to examine the _____. Then, we will write _____.

Probing Questions

- In what ways could ____ you organize and classify the information?
- Why did you (arrange/place) the ____ in that (manner/way)?
- How will you (sort out/group) your information?
- What are some other possible ways to (organize/classify) your information?
- How are we going to (organize/arrange) the ____?
- How did you choose your (categories/groups)?
- Where do you think ____ (belongs/should be placed)?
- Why do you think ____ could go in (more than one/multiple) group(s)?

Summarize and Paraphrase

	Present	Past	Future
Sentence Frames	<ul style="list-style-type: none"> • The story is about ____. • The best part is ____ because ____. • The main idea is ____. • First, _____. Then, _____. Finally, _____. • In the end, the _____ and the _____. • (My/Our) conclusion is _____ since the _____. 	<ul style="list-style-type: none"> • I read about _____. • The _____ was mainly about _____. • The author wrote about _____. • The _____ started with _____ and ended with _____. • We found that _____ when we changed the _____. • The best part of the story was _____. 	<ul style="list-style-type: none"> • First, (I/we) will _____. Then, (I/we) will _____. Finally, (I/we) will _____. • Tomorrow, we will need to _____, _____, and _____. • My (conclusion/ information) will show that _____. • I will need to improve _____ in order to _____. • The (hardest/easiest) part will be _____. • To find the pattern, we will have to _____.

Probing Questions

- What do we already know about ____?
- (What/Which) evidence/information did you use for ____?
- Explain why ____.
- What exactly do you mean by ____?
- Tell me more about ____.
- How did you find the answer?
- Which were the main points of the story?
- How would you (describe/explain) the ____ of the ____?

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