

SOS for Pre-Service Teachers!

Managing ELPS and TELPAS while Improving ELLs' Communication Skills in *Reading, Writing, Listening, and Speaking*

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Introduction



- This presentation is designed to provide a variety of generic, fast-paced strategies based on research.
- We will touch on ways to improve the many communication skills needed to be successful in the areas of reading, writing, listening, or speaking in both academic and casual settings.
- Strategies will be inclusive of the ELPs and address skills found on the TELPAS.

Rationale



- Pre-service teachers must be prepared to provide grade-level instruction for ELLs, flexible, with effective interventions.
- Classroom time at a premium and pressures to succeed on state-based assessments, selected teaching strategies should be appropriate for improving skills for multiple groups of students.

Rationale



- Pre-service teachers must be prepared to provide grade-level instruction for ELLs, practice flexibility, integrate effective interventions.
- Classroom time - at a premium, pressures to succeed on state-based assessments - teaching strategies must be appropriate for skill improvement with a wide variety of students.



Rationale

English Language Learners (ELLs), are now the fastest growing population of children in the United States; many are also classified as limited-English-proficient (LEP) and require special attention from our educational professionals (Francis, D.J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H., 2006).

Warm-up



What is one challenge that ELLs Face?

One challenge that ELLs face is _____.

When you can complete the answer step, please stand up.

With the Brain in Mind...

Let's create a Foldable

- Graphic organizers, like *Foldables*, address both the right and left hemispheres of the brain, benefiting all students. The left hemispheres can add the language information and the right hemispheres can illustrate the major concepts (Jensen, 2005).
- You are invited to use the following foldable to record notes today.



Let's Make A Step Book

Flip Book: For organizing large amounts of information

*HOW TO MAKE A STEP BOOK

- a) Overlap three sheets of paper, leaving a one-inch margin at the bottom of each page.
- b) Hold the pages securely so they remain overlapped. Fold the top portion of the three sheets together to form a step-like appearance.
- c) Staple the top part to hold the sheets together.



ELPS



- Pre-service teachers completing certification in Texas are expected to be familiar with the English Language Proficiencies document (TEA/ELPS, 2015) in order to understand and better serve students who are new to the English language.
- Moreover Pre-service teachers must understand how to prepare ELLs to thrive in their classrooms and beyond.

ELPS



Chapter 74.4 (a)(1) requires the ELPS to be published along with the TEKS for each subject. Every teacher who has an ELL in class is responsible for fulfilling the requirements of the subject-area TEKS and the ELPS. There are three instructional components of the ELPS:

- 1. cross-curricular second language acquisition essential knowledge and skills**
- 2. proficiency level descriptors (plds)**
- 3. linguistic accommodations**

ELPS



1. Cross-curricular second language acquisition essential knowledge and skills

Cross-curricular student expectations are organized into five categories for second language acquisition:

- 1. learning strategies**
- 2. listening**
- 3. speaking**
- 4. reading**
- 5. writing**

ELPS Student Expectations for Speaking K–12, 19 TAC 74.4(c)(3)

- (3) **Cross-curricular second language acquisition/speaking.** The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:
- practice producing sounds of newly acquired vocabulary such as long and short vowels, silent letters, and consonant clusters to pronounce English words in a manner that is increasingly comprehensible;
 - expand and internalize initial English vocabulary by learning and using high-frequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication;
 - speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
 - speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency;
 - share information in cooperative learning interactions;
 - ask and give information ranging from 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, to using abstract and content-based vocabulary during extended speaking assignments;
 - express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade-appropriate academic topics;
 - narrate, describe, and explain with increasing specificity and detail as more English is acquired;
 - adapt spoken language appropriately for formal and informal purposes; and
 - respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.

ELPS

2. Proficiency Level Descriptors (PLDS)

ELPS Linguistic Instructional Alignment Guide

Grades K-12 Listening



ELPS-TELPAS Proficiency Level Descriptors, Grades K-12 Listening	
Beginning Level	<p>Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> 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) struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs
Intermediate Level	<p>Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> 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)
Advanced Level	<p>Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings</p> <p>These students:</p> <ul style="list-style-type: none"> 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
Advanced High Level	<p>Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.</p> <p>These students:</p> <ul style="list-style-type: none"> 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

Excerpted from the TEA Educator Guide to TELPAS.

ELPS



2. proficiency level descriptors (PLDS)

The descriptors for the speaking PLDs address the following elements:

1st descriptor	Discourse type and length; fluency
2nd descriptor	Vocabulary
3rd descriptor	Grammar structures
4th descriptor	Accuracy
5th descriptor	Pronunciation

ELPS

3. Linguistic Accommodations

ELPS Linguistic Instructional Alignment Guide Grades K-12 Listening

Linguistic Accommodations

Using the PLDs as a formative assessment tool, teachers can determine individual student's proficiency levels to differentiate instruction and provide appropriate linguistic accommodations.

	Suggested teacher behaviors . . .	Student Names
↓ If a student is at the . . . Beginning Level	<ul style="list-style-type: none"> • Speak in a clear, concise manner, such as using shorter sentences and fewer pronouns. • Provide and/or allow clarification in their native language, including assistance from peers. • Implement gestures for added emphasis and to combine kinesthetic and phonemic awareness. • Frequently check for understanding since most students will not have the ability to seek clarification. 	1. 2. 3. 4. 5. 6.
	<ul style="list-style-type: none"> • Extensively use visual and verbal cues to reinforce spoken or written words. • Employ simplified language, high-frequency vocabulary, and preteach academic vocabulary for unfamiliar topics. • Stress key ideas and vocabulary through intonation and slower speech, such as longer natural pauses. • Provide students with phrases or simple sentence frames to seek clarification. 	1. 2. 3. 4. 5. 6.
	<ul style="list-style-type: none"> • Utilize some visuals, verbal cues, and gestures to support understanding. • Take into account that students may need increased wait time to process information. • Expect to occasionally have to rephrase, repeat, or slow down at student's request. 	1. 2. 3. 4. 5. 6.
	<ul style="list-style-type: none"> • Occasionally use visuals, verbal cues, and gestures during longer, elaborated academic instructional discussions. • Provide multiple opportunities to hear grade-appropriate spoken English in various academic and social settings. • Allow student to seek clarification as needed. 	1. 2. 3. 4. 5. 6.

TELPAS



- Pre-service teachers completing certification in Texas are expected to be familiar with the the Texas English Language Proficiency Assessment System (TELPAS), an assessment program for English language learners (ELLs).

TELPAS



- **What is TELPAS?**
- A federally required assessment program designed to measure the annual progress that ELLs make in learning the English language
- **What are TELPAS raters?**
- Teachers trained to assess ELLs for TELPAS
- TEA

TELPAS



Alignment with state curriculum

- TELPAS assesses the ELPS, which districts are required to implement as an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

TELPAS

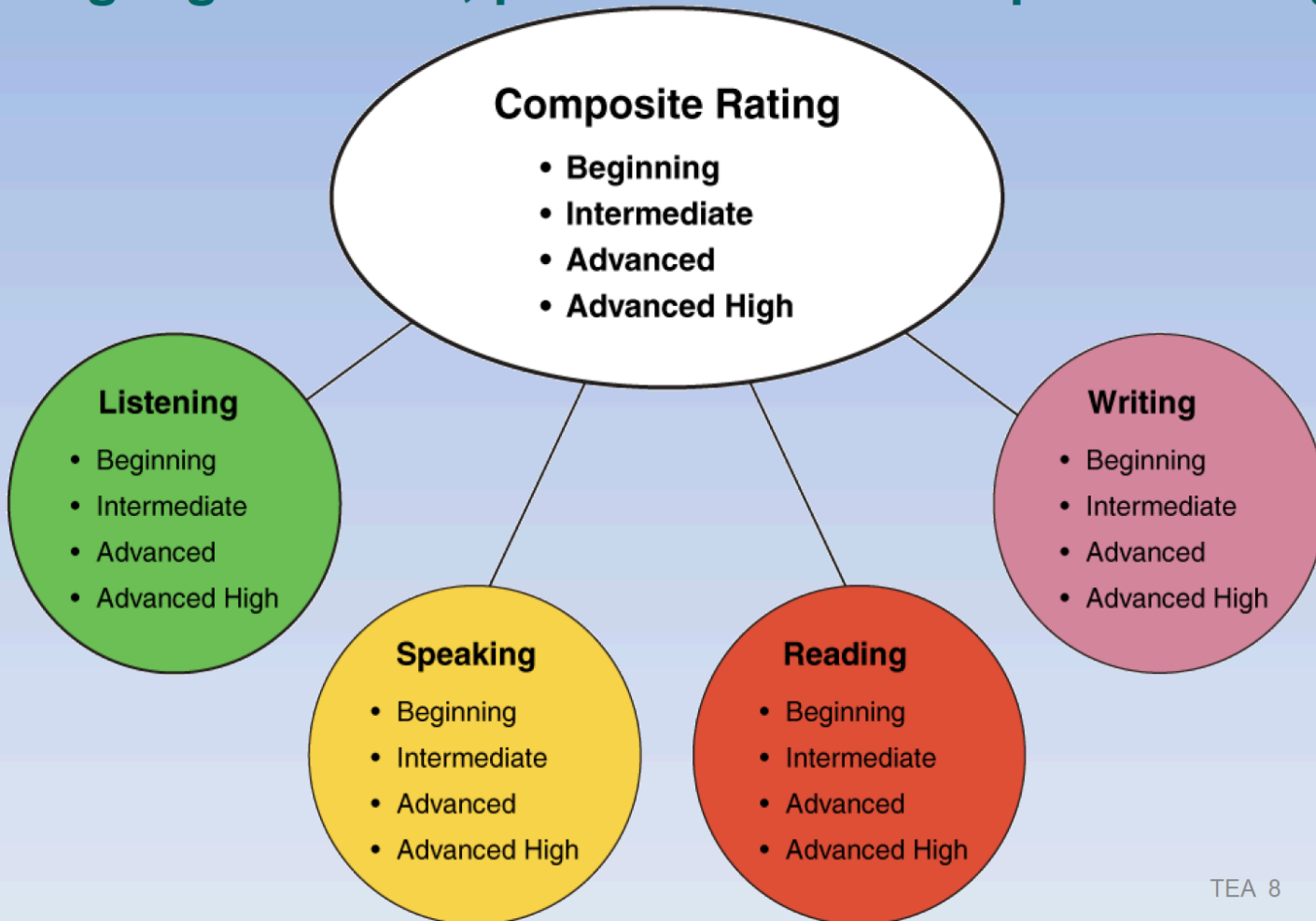


- **Who Takes TELPAS**

- All ELL students in K-12 take the TELPAS – Even those whose parents declined services.

TELPAS

TELPAS provides proficiency level ratings for each language domain, plus an overall composite rating.





What do ELLs Struggle With?

- Phonemic Awareness and Phonics
- Vocabulary
- Reading Comprehension
- Fluency
- Participating
- Independent Reading



Exit Criteria for ELLs

- All ELLs must complete Advanced High Rating on TELPAS in all areas
- All ELLs must be rated as fluent on Oral Language Proficiency Test
- ELLs in grades 3rd - 8th must pass STAAR Reading Test at grade level
- ELLs in 4th and 7th Grade must Pass STAAR Writing Test
- ELLs in High School must pass EOC exam in English

PHONEMIC AWARENESS AND PHONICS



Early, explicit, and intensive instruction in phonological awareness and phonics to build decoding skills

- Languages have two kinds of sounds - consonants and vowels
- Different mouth positions not native to their home language
- Explicit instruction in the sounds of the vowels in English, as compared to their home language
- Explicit instruction taught of consonant letter combinations for the English language (digraphs, trigraphs, blends)

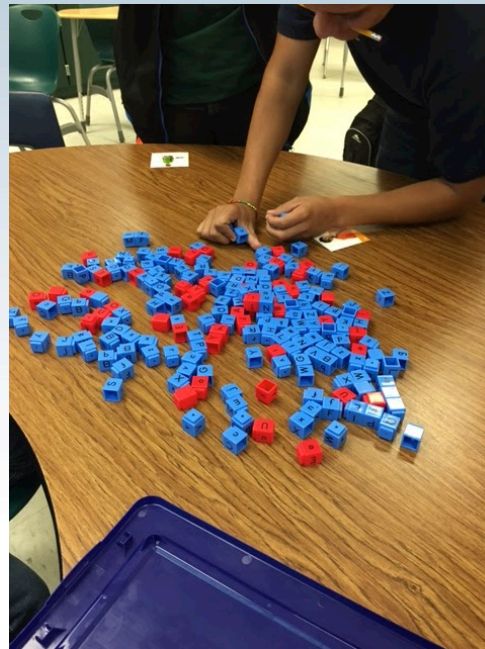
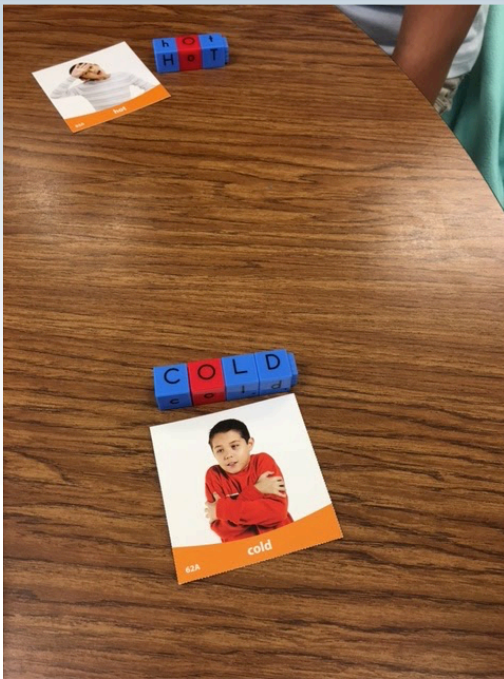
(See Appendix for graphics)

PHONEMIC AWARENESS AND PHONICS



Early, explicit, and intensive instruction in phonological awareness and phonics to build decoding skills

ELLs need to PRACTICE the aforementioned skills in order to be successful. Reading Rods are a great interactive tool in which to practice phonological awareness and phonics.



PHONEMIC AWARENESS AND PHONICS



Early, explicit, and intensive instruction in phonological awareness and phonics to build decoding skills

www.fcrr.org

P.003

Letter-Sound Correspondence
Phonics
Digraph Roll-A-Word

Objective
The student will blend onsets and rimes to make words.

Materials

- ▶ Onset cube (Activity Master P.003.AM1)
Labeled with the digraphs: ch, sh, th, wh, th, ch
- ▶ Rime cube (Activity Master P.003.AM2)
Labeled with the rimes: at, op, in, ip, im, ick
- ▶ Student sheet (Activity Master P.003.SS)
- ▶ Pencils

Activity
Students make words using digraph onset and rime letter cubes.

1. Place the cubes on a flat surface. Provide each student with a student sheet.
2. Taking turns, students roll each cube. Arrange cubes so the onset (digraph) cube is placed to the left of the rime cube.
3. Blend the onset and rime, and say the word (e.g., /ch/ /ip/, "chip").
4. Write the onset to the left of the rime cube.
5. Underline the real words and put an "X" through the nonsense words.
6. Continue the activity until all possible words are made.
7. Point to and read the real words in each column.
7. Teacher evaluation

Extensions and Adaptations

- ▶ Make other cubes with blends to make words (Activity Master P.003.AM3a - P.003.AM3b).

ch	sh	wh	th
chip	sh	wh	th
			X

Increasing and strengthening vocabulary instruction.



- Currently only about 5 to 10 percent of classroom instructional time is devoted to vocabulary instruction.
- ELLs and their peers need between 12 and 14 exposures to a word to gain comprehension of the word. Otherwise it is just a label to them.

Increasing and strengthening vocabulary instruction.

- Total Physical Response (TPR)
- Read Alouds
- Word Cards/Foldables
- Word Walls
- Games

www.fcrr.org

V.001

Vocabulary
Word Knowledge
Memory Word Match

Objective
The student will identify the meaning of words.

Materials
▶ Memory Word Match cards (Activity Master V.001.AM1a - V.001.AM1i)
Choose a target set (i.e., numbers, shapes, contractions, or abbreviations).

Activity
Students match words to corresponding meanings (i.e., symbols, contractions, or abbreviations) while playing a memory game.

1. Place the Memory Word Match cards face down in rows.
2. Taking turns, students select two cards, read or name them orally, and determine if cards match (e.g., seven, 7).
3. If there is a match, pick up the cards, place to the side, and determine if cards match (e.g., seven, 5) return them to their original places.
4. Reverse roles and continue until all matches are made.
5. Peer evaluation

			5	
	seven			

8 4



Vocabulary Complexity

ELLs need to grasp many things when it comes to vocabulary and morphology.

- Multiple Meaning Words
- Meaning Parts -
 - Noun endings (adding -s or -es)
 - Adjective endings (adding -er or -est)
 - Comparing adjectives (more vs. most)
 - Verb endings (adding -s or -es) Singular present tense verb.
 - Verb endings (adding -ing) Progressive form or present participle
 - Verb endings (adding -ed or -en) past participle



Vocabulary Complexity

ELLs need to grasp many things when it comes to vocabulary and morphology.

- prefixes
- suffixes
- compound words
 - closed -downhill, laptop
 - open - jump shot, base hit
 - hyphenated - plug-in, left-han
- Idioms
- colloquialisms



Vocabulary Complexity

ELLs need to grasp many things when it comes to vocabulary and morphology.

- word relationships
 - antonyms
 - synonyms
 - attributes
 - homophones
 - attributes



Vocabulary Strategies

ELLs must be taught strategies that help them in their academic classrooms.

Vocabulary Strategies:

Meaning cues:

Teach students to look for meaning cues: *is/are, it means, which stands for, can be defined as, etc.*



Vocabulary Strategies

ELLs must be taught strategies that help them in their academic classrooms.

Vocabulary Strategies:

Substitutions:

Teach students to look for substitution (where authors define words with synonyms)



Vocabulary Strategies

ELLs must be taught strategies that help them in their academic classrooms.

Vocabulary Strategies:

Context Clues:

Teach students to look for clues, including familiar cognates and morphemes, of an unfamiliar word and then have them use the clues to determine the word meaning.

Green, J. (2009). Vocabulary and Morphology. In *Language, The comprehensive Literacy Curriculum, Book C* (4th ed., p. 176). Longmont, CO: Sopris West Educational Services



Vocabulary Strategies

ELLs must be taught strategies that help them in their academic classrooms.

Vocabulary Strategies:

Visual/Graphic Information

Teach students to look at the graphic information contained in the text to understand word meanings.



Vocabulary Strategies

ELLs must be taught strategies that help them in their academic classrooms.

Vocabulary Strategies:

Text Features:

Teach students the attributes of the different text features. ELLs don't pick up on the nuances of the different text features. They need instruction in these areas.

- Text features of a newspaper, of a play, etc.



Vocabulary Strategies

ELLs must be taught strategies that help them in their academic classrooms.

Vocabulary Strategies:

Signal Words:

Teach students signal words for open ended questions, multiple choice questions, etc.

Comprehension

Strategies and Knowledge to Comprehend and Analyze Challenging Narrative and Expository Texts.

- Graphic organizers to teach expository text structures.

www.fcrr.org

Comprehension
Expository Text Structure
Just the Facts C.012

Objective
The student will identify details and facts in text.

Materials
▶ Expository text
▶ Choose text within students' instructional-independent reading level range.
▶ Student sheet (Activity Master C.012.SS1)
▶ Pencil

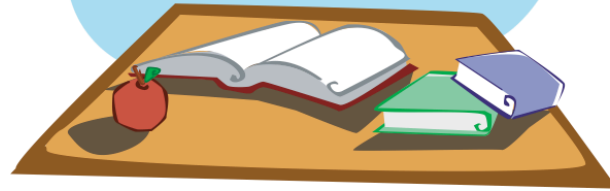
Activity
Students identify details and facts in expository text by completing a graphic organizer.
1. Place text at the center. Provide each student with a student sheet.
2. The student reads the text.
3. Writes the topic in the square on the student sheet.
4. Writes details and facts from the text in the rectangles.
5. Teacher evaluation

Extensions and Adaptations
▶ Use a graphic organizer to record facts and details (Activity Master C.012.SS2).
▶ Compare similarities and differences between two different topics by using a graphic organizer (e.g., tigers and lions). (Activity Master C.021.SS2).

2006 The Florida Center for Reading Research (Revised July 2007)
2-3 Student Center Activities, Comprehension

Strategies and Knowledge to Comprehend and Analyze Challenging Narrative and Expository Texts.

SQP2RS = SQUEEPERS



Survey: Preview text.

Question: List 1-3 questions you think we'll find answers to.

Predict: State 1-3 things we'll learn.

Read: Read text.

Respond: Try to answer questions. Modify, drop, add.

Summarize: At end of text.

Strategies and Knowledge to Comprehend and Analyze Challenging Narrative and Expository Texts.

- Setting A Purpose for Reading Informational Text.
- Before reading, set a purpose for reading informational text by turning the title and subtitles into questions.

Title / Subtitle	Question
•	•
•	•
•	•

Reading Fluency



- Focus on Vocabulary and increased exposure to print
- Repeated Readings
- Readers Theater
- Practice Reading Independent Level Text



Academic Talk

ELLs need frequent opportunities to practice new English vocabulary and language structures. The ELPS student expectations make sure these needs are addressed.

Structured conversations ensures students have exposure to academic vocabulary needed to succeed. Research shows that it takes at least six exposures to remember a word and it's meaning.

Academic Talk



ELLs need significant opportunities to engage in structured, academic talk.

Use the **QSSSA** Strategy

Question – Teacher States a Question

Signal – Teacher gives a response signal (Stand, raise your right hand, etc.).

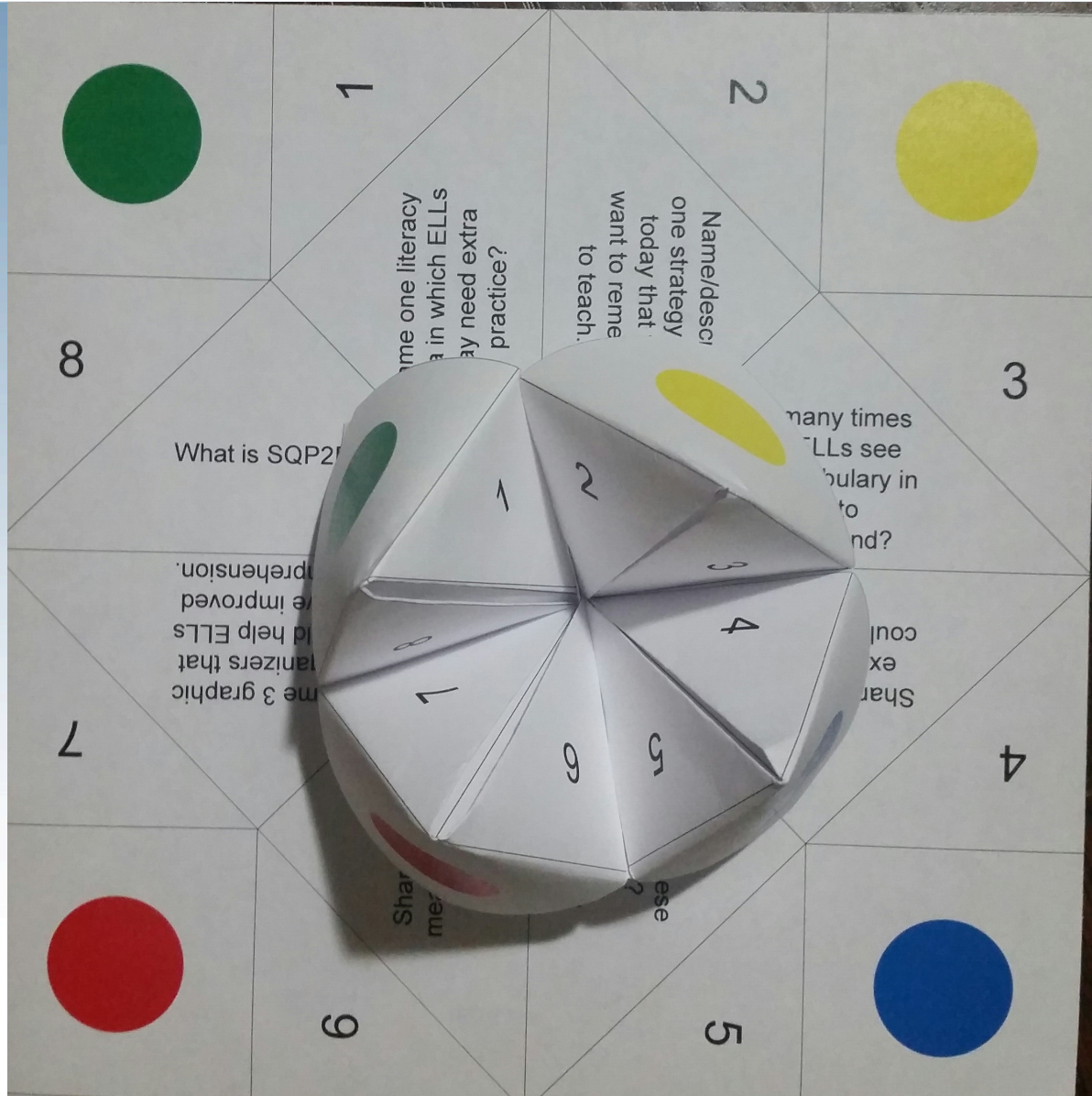
Stem – Using a sentence stem students come up with their response.

Share – Using a sentence stem students share their response with one or more peers.

Assess – Teacher assesses the quality of the discussion by selecting a few students to share their responses with the entire class.

This is similar to the warm-up activity we did at the beginning of the presentation.

Cootie Catcher





Cootie Catcher

1. Print and cut round outside of cootie catcher
2. Fold in half and in half again
3. Open out, turn over so top is blank and fold each corner into the middle
4. Turn over and repeat
5. Turn over so you can see the pictures
6. Slide your thumb and your finger behind 2 of the pictures and press together so they bend round and touch
7. Turn over and repeat with the thumb and finger of the other hand for the other two pictures
8. All the pictures should now be at the front with centres touching and you are ready to use your cootie catcher



Questions & Answers

Please feel free to email us:

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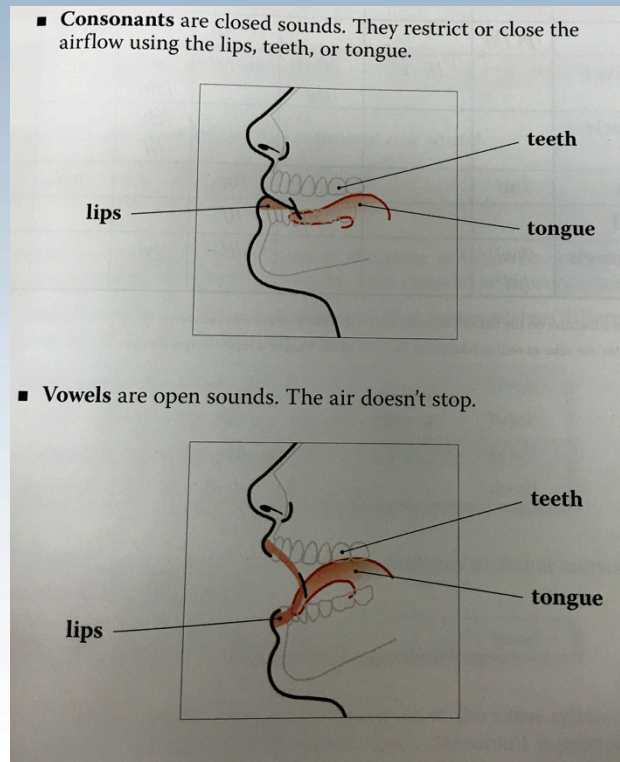
Appendix



- The following slides show pictures of some of the content assessed on the TExES test.

Early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.

Students must understand that languages have two kinds of sounds. Consonants and vowels.



Early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.

ELLs need to be made aware of the different mouth positions that are not native to their home language.

English Consonant Chart

(Note the voiceless/voiced consonant phoneme pairs)

	Mouth Position						
	Lips (Bilabial)	Lips/Teeth (Labiodental)	Tongue Between Teeth (Dental)	Tongue Behind Teeth (Alveolar)	Roof of Mouth (Palatal)	Back of Mouth (Velar)	Throat (Glottal)
Stops	/p/ /b/			/t/ /d/		/k/ /g/	
Fricatives		/f/ /v/	/θ/ /ð/	/s/ /z/	/ʃ/ /ʒ/		/h/ ¹
Affricatives					/tʃ/ /dʒ/		
Nasals	/m/			/n/		/ŋ/	
Lateral				/l/			
Semivowels	/ ^h w/ /w/ ²			/r/	/y/		

1 Classed as a fricative on the basis of acoustic effect. It is like a vowel without voice.

2 /^hw/ and /w/ are velar as well as bilabial, as the back of the tongue is raised as it is for /u/.

Early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.

ELLs need to be explicitly taught the consonant letter combinations of the English language.

Consonant Letter Combinations (Unit 8, 11)

di = 2
graph = letter

Digraphs are two letters that represent one sound.

c + h = / <i>ch</i> / as in ch op, su ch	t + h = / <i>th</i> / as in th is
s + h = / <i>sh</i> / as in sh op, di sh	w + h = / <i>wh</i> / as in wh en
t + h = / <i>th</i> / as in th in, ma th	n + g = / <i>ng</i> / as in si ng

tri = 3
graph = letter

Trigraphs are three letters that represent one sound.

t + **c** + **h** = / *tch* / as in **ma**tch

Blends are consonant sound pairs in the same syllable. The consonants are pronounced together. In blends, each consonant is pronounced.

Green, J. (2009). Phonemic Awareness and Phonics. In *Language, The comprehensive Literacy Curriculum, Book C* (4th ed., p. 176). Longmont, CO: Sopris West Educational Services.

Early, explicit, and intensive instruction in phonological awareness and phonics in order to build decoding skills.

ELLs need to be explicitly taught the sounds of the vowels in English as they differ from their home language.

English Vowel Chart

ē 1. me 2. these	ĭ 1. sit 2. gym	ā 1. baby 2. make 3. rain 4. play 5. eight 6. vein 7. they 8. great 9. straight	ě 1. pet 2. head	ă 1. cat	ī 1. item 2. time 3. pie 4. my 5. right 6. guide	ō 1. fox 2. swap 3. quad	ŭ 1. cup 2. cover 3. flood 4. tough 5. among	aw 1. saw 2. pause 3. call 4. dog 5. wall 6. talk	ō 1. go 2. vote 3. boat 4. show 5. toe 6. soul 7. though	oo 1. took 2. put 3. could 4. neuron	oo 1. moo 2. ruby 3. tube 4. chew 5. blue 6. suit 7. soup 8. sleuth
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oi	oy	oil boy
ou	ow	out cow

êr	er	her fur sir
âr	ar	cart
ôr	or	sport

Note: The order of spelling examples reflects the relative frequency of incidence for that spelling of the phoneme.

Resources



- Author (2007). The impact of a science-based integral instructional protocol on the motivation, reading comprehension, and science Achievement of Fourth and Fifth Graders.
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- Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., and Rivera, H. (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions*. Center on Instruction. US.gov. Retrieved from <https://www2.ed.gov/about/inits/ed/lep-partnership/interventions.pdf>
- Seidlitz, J., & Perryman, B. (2011). Have Students Participate in Structured Conversations. In *7 Steps to a Language-Rich Interactive Classroom* (p. 119). San Clemente, CA: Seidlitz.
- Setting A Purpose For Reading Using Informational Text (Setting A Purpose For Reading Using Informational Text) <http://www.uen.org/Lessonplan/preview.cgi?LPid=13688>
- Texas Education Agency (2014) TELPAS-PLDs.pdf.
- Texas Education Agency (2015). TELPAS Resources. Retrieved from <http://tea.texas.gov/student.assessment/ell/telpas/>