



Targeted Second Language Acquisition Instruction

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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	70.8	*Report Only	50.3
Math	70-100	75.7	83.2	60-100	66.7
Writing	70-100	76.5	68.8	w/Rdg	w/Rdg
Science	65-100	61.4	68.8	60-100	79.7
Social Studies	65-100	N/A	56.6	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



TARGETED Second Language Acquisition

“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

(TEA, ELPS Instructional Tool, p. 9)

Objectives for Today



Content Objective

- Establish a common vocabulary
- Define “Targeted Second Language Acquisition”
- Describe various accommodations to instructional activities and materials

Language Objective

- Discuss common misconceptions about Second Language Acquisition
- Share ideas/challenges/experiences in developing language skills in English
- Share ideas for implementation of alignment between objectives, proficiency levels and activities



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*

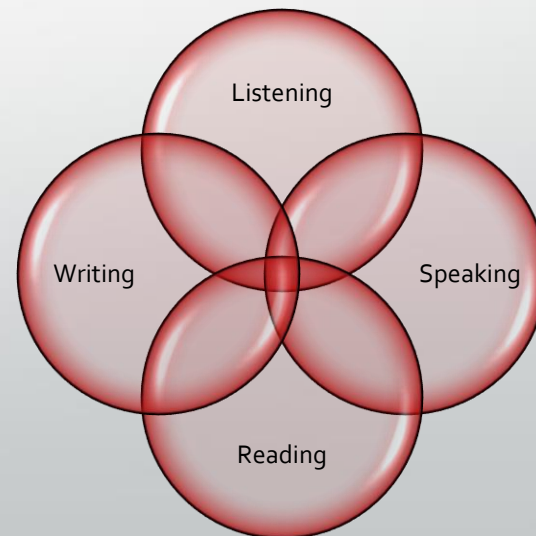


Common Vocabulary



What is second language acquisition?

- It is the process of learning a second or target language
- It is an interdependent process—
 - Progression of skills in the four language domains are developed simultaneously
 - Listening
 - Speaking
 - Reading
 - Writing

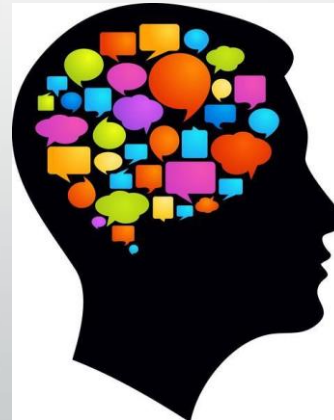




What is second language acquisition?

4 language domains can be divided into 2 categories

Receptive Skills



Expressive Skills



Receptive Skills

- Listening
- Reading

Receptive Skills



Input skills needed when students are receiving language

Necessary for comprehension and attainment of the English language and academic content



Expressive Skills



Expressive Skills

- Speaking
- Writing

Output skills that students need in order to express themselves

- Personal ideas
- Content knowledge

Output skills allow teachers to check for understanding and adjust instruction accordingly



What is second language acquisition?

Selecting and planning instructional tasks must implement
a multitude of learning interactions
promoting the development of receptive and expressive skills
simultaneously

Proficiency in all four language domains is needed for ELLs' success

Discuss Texas Exit Criteria Chart



What is second language acquisition?

Students progress through a series of predictable states of skills from simple to complex as they acquire a second language

Krashen (1982)

- Advance through stages in a particular order
- Progress not always at the same rate of speed
- Duration at each stage may also vary

Discuss TELPAS Scores/Yrs in US Schools



What is second language acquisition?

Content that is focused, targeted, and systematic accelerates the learning of content and language

- Instructional activities and materials provide support necessary to transition from one level to the next



What does “targeted” 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

Targeted

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



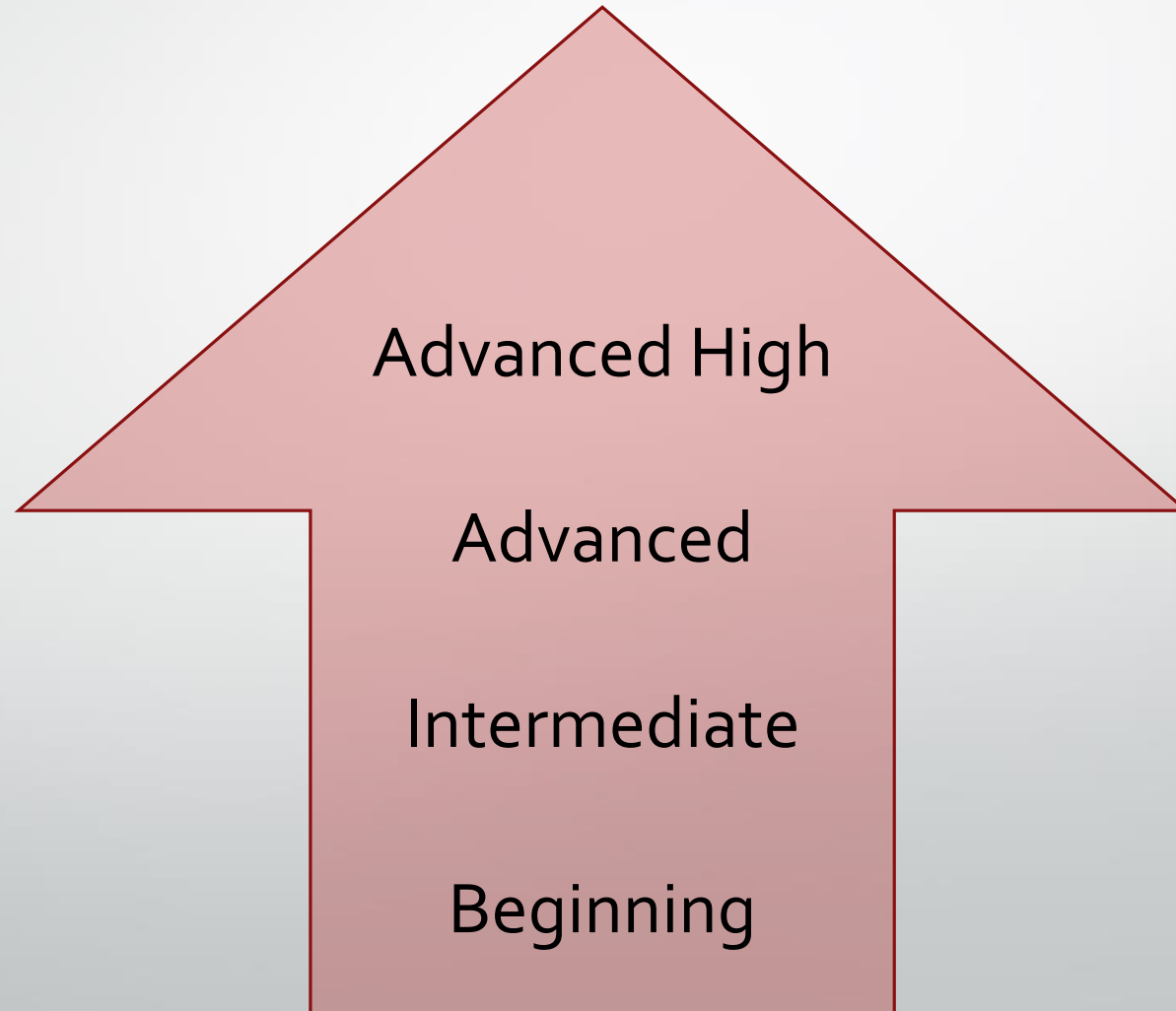
Language Proficiency

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

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



Language Proficiency Levels of ELLs





ELPS-TELPAS Proficiency Level Descriptors

“Positive and effective classroom learning environments require educators’ understanding of the key features of each proficiency level.

Familiarization with PLDs allows educators to work efficiently within students’ current proficiency levels and assist students in developing the skills necessary to progress to the next proficiency level.”

(TEA, ELPS Instructional Tool, p. 14)



ELPS-TELPAS Proficiency Level Descriptors

Educators can scaffold questions to elicit participation from all ELLs during whole-class or one-on-one discussions

- Promotes the development of listening, speaking, reading, and writing
- Assists students as they respond at their current proficiency level and the level just beyond
- Focus on developing students' higher-order thinking skills

(TEA, ELPS Instructional Tool, p. 14)



ELPS-TELPAS Proficiency Level Descriptors

Create opportunities for frequent participation in various academic and social contexts to accelerate the development of--

- Linguistic Abilities
- Content Knowledge

(TEA, ELPS Instructional Tool, p. 14)



ELPS-TELPAS Proficiency Level Descriptors

Review a section of the PLDS

- Proficiency Level
- Summary Statement
- Descriptors

(TEA, ELPS Instructional Tool, p. 14)

Provide sample of PLDs



Planning Linguistically Accommodated Instruction With the ELPS-TELPAS PLDs

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

(TEA, ELPS Instructional Tool, p. 16)



English Language Proficiency Standards (ELPS)

ELPS support learning of --

- English as measured on TELPAS and
- academic content as measured on academic achievement test



English Language Proficiency Standards (ELPS)

- Are part of Texas Essential Knowledge and Skills (TEKS) state-required curriculum
- Include instruction school districts must provide to give ELLs full opportunity to learn English and succeed academically
- Require content area teachers to teach content area TEKS and help ELLs become English proficient
- Are an integral part of instruction in **each TEKS foundation and enrichment subject**
- Are found at <http://ritter.tea.state.tx.us/rules/tac/chapter074/cho74a.html#74.4>



English Language Proficiency Standards (ELPS)

ELPS COMPONENTS

a) Introduction

- Integrate second language instruction with content area instruction to
 - make content comprehensible
 - build academic language proficiency

c) Student Expectations for Second Language Acquisition

- Learning Strategies
- Listening
- Speaking
- Reading
- Writing

b) District Responsibilities

- Linguistically adjust instruction based on student proficiency levels
- Implement strategic interventions for beginning and intermediate students in grade 3 and up

d) Proficiency Level Descriptors for each Language Domain

- Beginning
- Intermediate
- Advanced
- Advanced High

TE
A
11



Language Objective Based on ELPS

- Supports English language development through content instruction
- Aligned to Content Objective
 - Think about what language domain is being used throughout the lesson
- How will you know that the student has met the content objective?
 - Think about the language domain that will be used to demonstrate evidence of learning

If you need further assistance with writing language objectives, please see your ESL Strategist, Lead Teacher, Campus Admin, or email me to plan time to talk/meet



Language Objective Based on ELPS

Practice

If you need further assistance with writing language objectives, please see your ESL Strategist, Lead Teacher, Campus Admin, or email me to plan time to talk/meet



Provide Students with Tools to Express Themselves in Written & Oral Forms

Examples of “tools” (supports):

- Sentence Stems (questions, answers, and statements)
- Anchor Charts
- How to ask for help
- Model
- Samples, Samples and more Samples



Provide Students with Tools to Express Themselves in Written & Oral Forms

Examples of additional “tools” (supports):

- Sensory Supports
- Visual Supports
- Group Supports



Sensory Supports

Supporting learning through the senses





Sensory Supports

Manipulatives

Pictures & Photographs

Illustrations, diagrams & drawings

Magazines & Newspapers

Physical activities

Videos & Films

Broadcasts

Models & Figures

Real-life objects (realia)



Name _____

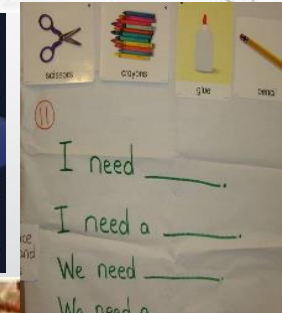
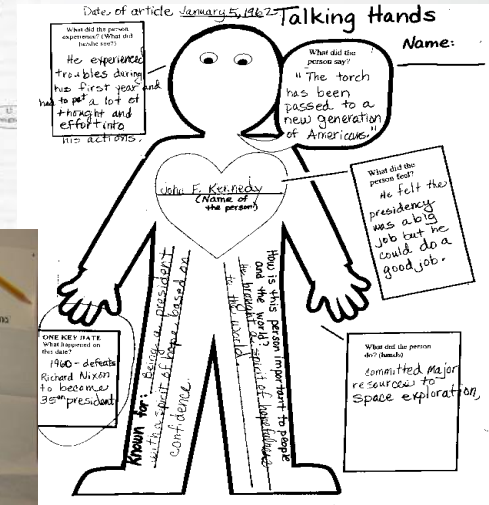
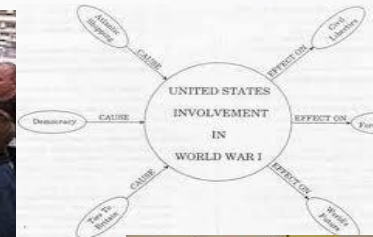
English content

Cause & Effect

What action took place in the story?

What was the result?

Three rows of cause-and-effect templates are shown. Each row consists of a large arrow pointing right, followed by a starburst shape.





Visual Supports

Graphic Organizers

Maps

Tables

Graphs

Charts

Timelines

Diagrams

Number lines



Group Supports

Support through grouping configurations
Support to the groups





Group Supports

Pairs / Partners

Triads, Quads, small group

Whole Group

Cooperative Group Structures

With internet (websites) or software

In the native language (L1)

With Mentors

Heterogeneous / Homogeneous by
proficiency in academics or language



Supports Summary

Sensory Supports	Visual Supports	Group Supports
Manipulatives	Graphic Organizers Maps Tables Graphs Charts Timelines Diagrams Number lines	Pairs / Partners
Pictures & Photographs		Triads, Quads, small group
Illustrations, diagrams & drawings		Whole Group
Magazines & Newspapers		Cooperative Group Structures
Physical activities		With internet (websites) or software
Videos & Films		In the native language (L1)
Broadcasts		With Mentors
Models & Figures		Heterogeneous / Homogeneous by proficiency in academics or language
Real-life objects (realia)		



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



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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