ELPS in English Language Arts/Reading (ELAR)

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Need / Data

Objectives for Today

- **<u>Content Objective</u>**
  - Review the principle components of an English Language Arts (ELA) lesson titled "Identifying the Author's Purpose"
  - Provide insight on the implementation of ELPS within a core content lesson
  - Explore an ELA lesson which affords multiple opportunities for a student to gain mastery in the essential knowledge and skills while supporting English language development in listening, speaking, reading, and writing

- **<u>Language Objective</u>**
  - Identify and discuss the multiple opportunities students have to develop English language within the content
  - Write how some of these practices can be implemented in your class to promote content and language acquisition in your ELA instruction

Why is this important?

- State Requirement: Chapter 74.4 requires **all** content teachers to support ELLs' **development of content and language** as they are an integral part of the required curriculum. The ELPS integrate and focus on skills that **support academic and language development** it is the responsibility of every classroom teacher to be familiar with and supportive of the implementation of the **ELPS** (Dec of 2007)

- Without appropriate linguistic support, students may experience difficulty understanding the grade-level English language used during content-based instruction.

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Implementing the ELPS in ELA/R

- <u>Model Lesson:</u> "Identifying the Author's Purpose"

- <u>Lesson Format:</u> 5-E Lesson Model

- <u>Focus:</u> Identify support for academic and linguistic needs of ELLs
  - Different types of activities
  - Different types of materials

- <u>Support</u> based on proficiency levels of individual students
  - Use of native language
  - student-generated examples
  - Additional visuals
  - Adapted text

Language Proficiency of Students

- When planning instruction – consider language proficiency of students (TELPAS) by language domain

  - Provide support for student understanding

  - Develop academic language

  - Opportunities to use language in all 4 domains

  - Activities may or may not incorporate all 4 domains

Click the image to enlarge P. 23 of the ELPS-TELPAS Student Proficiency Profile from the ELPS Resource Supplement manual.

What is a 5-E Lesson?

- An instructional model that embodies a constructivist, inquiry-based learning approach by **engaging** students and allowing them to **explore** the concepts being introduced, discover **explanations** for the concepts they are learning. Student **elaborate** on what they have learned as they apply their knowledge to new situations. The 5E model affords many opportunities for **evaluation** of students' understanding of the concepts. (Orgill & Thomas, 2007)

- It is unique to the content and language development of students because it allows them to actively participate in their learning

- It may be taught over a series of days

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5-E Model Components
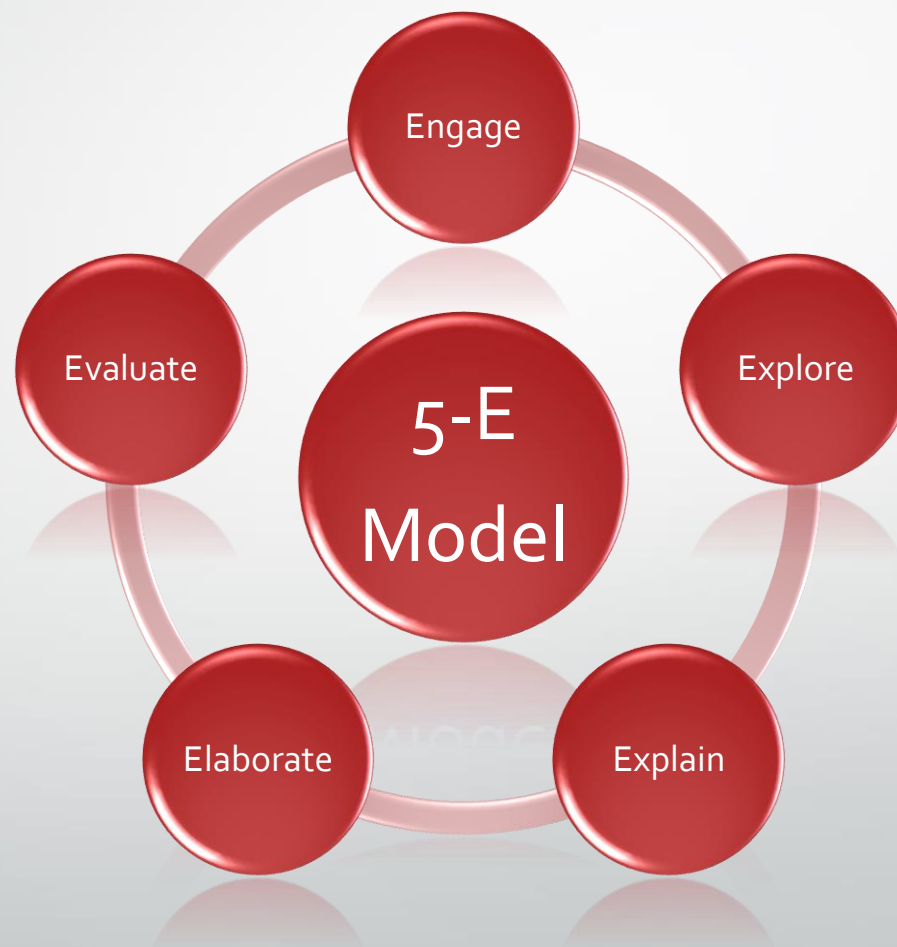
Identifying Objectives

- Content Objective(s) – Taken from the TEKS; specific to this lesson; focuses on the learning outcome for this lesson

TEKS
Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic 6.9(A).

CONTENT OBJECTIVE
Students will compare and contrast stated or implied purposes of informational text on the same topic by different authors.

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

ELPS
- Use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text (c4D).
- Demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources, summarizing text, and distinguishing main ideas from details commensurate with content area needs (c4I).

LANGUAGE OBJECTIVE
Students will read to analyze the stated or implied purpose of a text and demonstrate an understanding of the type of purpose through the use of a graphic organizer.

Review pp. 4-17 in the *ELPS Resource Supplement*.

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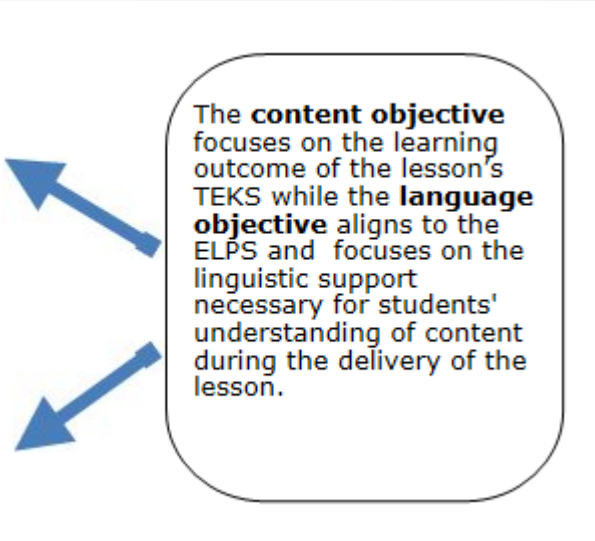
Identifying Objectives

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

CONTENT OBJECTIVE
Students will compare and contrast stated or implied purposes of informational text on the same topic by different authors.

LANGUAGE OBJECTIVE
Students will read to analyze the stated and or implied purpose of a text and demonstrate an understanding of the type of purpose through the use of a graphic organizer.

The **content objective** focuses on the learning outcome of the lesson's TEKS while the **language objective** aligns to the ELPS and focuses on the linguistic support necessary for students' understanding of content during the delivery of the lesson.

Identifying College and Career Readiness Standards (CCRS)

- Purpose of CCRS – to identify and define the competencies and skills graduating high school students must possess in order to be successful in higher education and beyond

- An extension of the lesson's content and language objectives

College and Career Readiness Standards (CCRS)
II. Reading
  A. Locate explicit textual information, draw complex inferences, and analyze and evaluate the information within and across texts of varying lengths.
  3. Identify explicit and implicit textual information including main ideas and author purpose.

(Adopted by the Texas Higher Education Board on January 24, 2008)

TEKS for Technology Applications

- Use of technology – students are required to use technology to communicate, analyze, create, explore, and evaluate information

- Students need technology skills to work, live, and contribute in an increasingly digital and global society

pp. 18-19

Response to Intervention (RtI)

- Purpose – to meet the academic and behavioral needs of all students through a variety of services containing the following key elements:

  - High-quality instruction and scientific, research-based tiered interventions aligned with individual student needs

  - Frequent monitoring of student progress to make results-based academic and/or behavioral decisions

  - Application of student response data to important educational decisions (placement, intervention, curriculum, and instructional goals and methodologies)
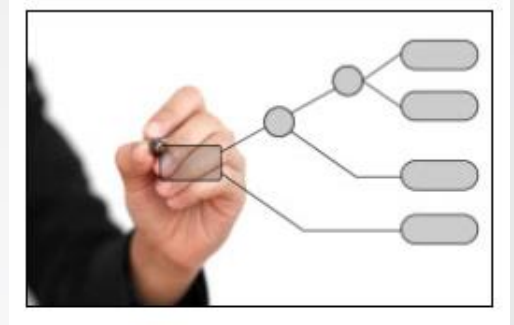
Support for academic and behavioral needs of all students (examples):
- ➤ Grouping configurations
- ➤ Visuals
- ➤ Linguistically-accommodated activities

Making Connections

- Lesson's activities and materials are **aligned** to the **individual needs** of ELLs based on their level of language proficiency in listening, speaking, reading, and writing.

- As we go through the math lesson, make note of the integration of the ELPS, TELPAS proficiency level descriptors, CCRS, RtI Elements, and linguistic accommodations

- Integration is **critical** for students to develop English proficiency and acquire content area knowledge and skills simultaneously

Vocabulary and
Level of Language Proficiency

- Consider each student's individual level of language proficiency

- Vocabulary lists are accommodated to meet students' linguistic and academic needs

Composing Vocabulary Lists(s)

- **Academic Vocabulary** – academic terms connected specifically to the content area TEKS

- **Essential Vocabulary** – terms that may be integrated within any content area lesson

- **Vocabulary Instruction** – use research-validated practices for expanding students' vocabulary
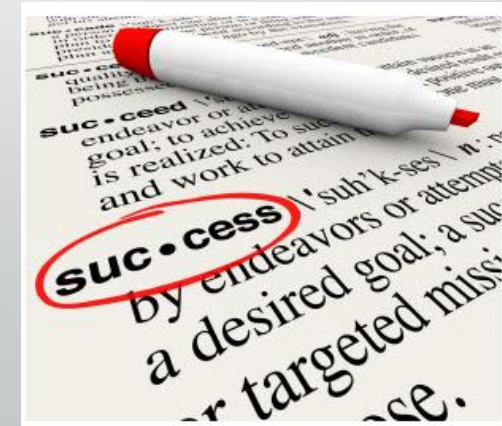
p. 4

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Engage

❖ Students are engaged by an object, event, or question

❖ Capture the students' interest for authentic student engagement

❖ Make connections to past and future activities

❖ Language helps students access prior knowledge and express interest, ask question, and make predictions about new concepts

ELPS that could be used: 1a; 1c; 2e; 3e; 3f

Engage

Building Background Knowledge
- some students may not have the background knowledge required for a lesson
- May need to provide supplemental materials to meet the language need **without** reducing or modifying the content
  - Adapted text
  - Native language (as appropriate)
  - Multimedia
  - Manipulatives

Possible Sentence Stems for "Engage" in ELA/R		
I know…	I want to know…	What interests me is…
I think…	I wonder why…	_____ makes me wonder…
I'd like to write about…	Let's find out…	This reminds me of…
The details suggest that…	What would happen to ___ if ____?	In this set of words I notice…
These words are interesting because…	_____ can be characterized as…	I can compare this to…
One thing I already know about this character/time period/place is…		

Pre-Teaching Vocabulary

- **Before** the delivery of the lesson
- **Engage** portion of the lesson (linguistic accommodations/support)
  - Visuals – supports student's ability to recall key vocabulary which will increase the student's level of comprehension throughout the lesson
  - Manipulatives
  - Nonverbal cues
  - Kinesthetic activities
- The length and depth of the pre-teaching process will depend on student's level of language proficiency and background knowledge

Pre-Teaching Vocabulary

Earthquake

Display the visual to the students.

Explain to students an earthquake can cause major damage to the buildings and infrastructure of a community depending on the size of the earthquake.

Read the following definition:

Earthquakes are the shaking, rolling or sudden shock of the earth's surface. They are the Earth's natural means of releasing stress.

Ask them if they have ever heard the word earthquake?

What types of linguistic support did you identify?

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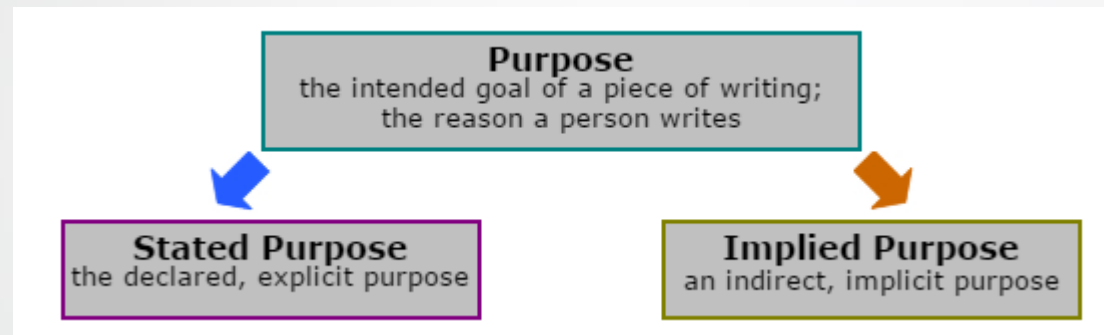Ask them if they have ever heard the word earthquake?

What types of linguistic support did you identify?

- Provide a visual while the teacher explains the concept

- Use a definition that is linguistically accommodated

- Whole class extended discussion to activate prior knowledge and build background

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Pre-teaching Vocabulary Using Examples and Non-examples

❖ Teacher reads aloud and explains each of the following definitions

Purpose
the intended goal of a piece of writing;
the reason a person writes

Stated Purpose
the declared, explicit purpose

Implied Purpose
an indirect, implicit purpose

❖ Students share with partners examples and non-examples of an author's purpose in a book/article
❖ Re-read definitions after students have had an opportunity to discuss

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Check for Understanding

❖ Teacher reads aloud some short articles (examples: newspaper editorial, classroom text) as examples on implied and stated purposes – students follow along in their own copy of the text

❖ After each selection, students will identify if the author's purpose was stated or implied

❖ Students may discuss with partner – as students discuss, teacher can listen for the need to adjust their vocabulary lists/instruction

How are the ELPS implemented in this portion of the lesson?

Check for Understanding

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❖ Students may discuss with partner – as students discuss, teacher can listen for the need to adjust their vocabulary lists/instruction

How are the ELPS implemented in this portion of the lesson?

- Teacher reads aloud
- Share their responses
- Students are provided copies of articles – follow along as teacher reads aloud for additional examples and non examples

Opportunities to listen, speak, and read along help students internalize academic language

Building Background Knowledge

What background should teachers and students possess?

Teacher

Building background knowledge through explicit vocabulary instruction will allow students to have a better understanding of the content being taught.

Using pictures, examples, and non-examples are a few ways to pre-teach vocabulary.

Student

In fifth grade, students were asked to draw conclusions from the information presented by the author and to evaluate how well the author's purpose was achieved (5.10A).

In seventh grade, students will be asked to explain the difference between the theme of a literary work and the author's purpose in an expository text (7.9A).

TEKS Vertical Alignment Documents

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Routines and Procedures

- Using the same instructional process is the basis for creating and establishing routines and procedures in the classroom (takes time)

- Routines and procedures are carefully-
  - Taught
  - Modeled
  - Established

- Allows teachers to focus on meaningful instruction

- Classroom environment becomes more-
  - Efficient
  - Positive
  - Productive

Explore

Students explore objects and phenomena, often as part of a hands-on activity with guidance.

❖ Experience before introducing specificity of the lesson; allows for hands-on learning experience

❖ Language helps students to make observations, generalizations, and hypotheses about experiences with new concepts.

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

Explore

Language Development Activities

- What are some examples of language development activities in the explore portion of the lesson?

- How are the ELPS implemented in this portion of the lesson?

- Facilitation for development – ask questions for further support of students' understanding

Explore

Possible Sentence Stems for "Explore" in ELA/R		
I noticed...	____ is identical to ____ .	I predict...
I will try ____ because...	I think ____ best explains ...	This is about...
This ____ is similar to...	The best title for the ___ is...	____ believed (thought) _____.
At first...but then ____.	____ is significant because...	This looks (seems)...
Some of the important details include...	The information I need is ____ because...	____ contributed to ____ due to...
___ best explains the change in...	____ was one of the causes of ____.	The main idea of this selection is...

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Explain

❖ Students explain their understanding of concepts and processes with the facilitation of the instructor
❖ Students hear, apply, and understand the vocabulary associated with the subject being studied
❖ Language helps students use formal academic language to describe content area concepts
❖ Teacher introduces explanations in a direct and formal manner

The key to this phase is to present concepts, processes, or skills
➥ briefly,
➥ simply,
➥ clearly, and
➥ directly.

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

Explain

Possible Sentence Stems for "Explain" in ELA/R		
____ represents...	___ is an example of...	___ can be used to...
The term ___ means...	This pattern is an example of ...	____ is found in both ____ and ____.
The character traits that best describe ___ are...	____ best describes ___ because...	____ best explains the change in...
I can use the word (phrase) ____ to describe...	The author used ____ in order to...	The author wrote this to...
The writer tried to prove ____ by...	____ is an example of bias (propaganda) because	

Language Development Activities

- Routines and procedures for language development
- Instructional process is the same
- Linguistic accommodations commensurate to students' language needs
- Grouping configurations may differ
- Materials may be different
- Equipment

Language Development Activities

Ring of Fire	Wave of Disaster	Disaster In Japan
Identify the author's purpose:	Identify the author's purpose:	Identify the author's purpose:
Was the author's purpose implied or stated?	Was the author's purpose implied or stated?	Was the author's purpose implied or stated?

Describe how the authors' purposes are similar or different for each article.

Sentence Stems for Writing and Speaking:
The difference in the authors' purpose for articles ___ and ____ are…
The similarities in the authors' purpose for articles ___ and ____ are…

First 2 boxes – different article; different grouping configuration
- *Ring of Fire* – Whole Class
- *Disaster in Japan* – Partner
- *Wave of Disaster* - Independent

Language Development Activities

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Sentence Stems for Writing and Speaking:
The difference in the authors' purpose for articles ____ and _____ are…
The similarities in the authors' purpose for articles ____ and _____ are…

TEXAS EDUCATION AGENCY

How were the ELPS implemented in this process?

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Language Development Activities

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Was the author's purpose implied or stated?	Was the author's purpose implied or stated?	Was the author's purpose implied or stated?

Describe how the authors' purposes are similar or different for each article.

Sentence Stems for Writing and Speaking:
The difference in the authors' purpose for articles ___ and ____ are...
The similarities in the authors' purpose for articles ___ and ____ are...

How were the ELPS implemented in this process?

Students-
- listen and read each article
- discuss the information read
- identify the author's purpose
- complete the first two steps of the graphic organizer

Elaborate

❖ Students **participate** in activities that allow **students to apply concepts in contexts**, and build on or extend understanding and skill.
❖ Students participate in reteach activities; students communicate their understanding of the content with others
❖ Language helps students apply, extend, and elaborate concepts using newly acquired academic language.

⛏ Students may still have misconceptions
⛏ Teachers provide opportunities for students to practice their learning in new contexts

ELPS that can be used: 1e; 2d; 3g; 4i; 5g

Elaborate

Possible Sentence Stems for "Elaborate" in ELA/R		
We were able to…	____ tells me…	____ helps me…
Another example might be…	Even though it doesn't say ___ I think ___ because…	An alternative point of view is…
An opposing position is…	A critic of ____ might say…	The author used ___ in order to…
I can also use the word ___ to describe…	Based on the information in ___ we could also argue that…	____ most likely agrees with the idea that ____ because…
From the information found in ___ I can infer that…	I can use words like…	

Evaluate

❖ Students assess their knowledge, skills, and abilities

❖ Students assess their knowledge, skills and abilities; demonstrated in multiple measures (project based assessment, presentation, dialogue sharing, responding to a writing prompt; assists the teacher in designing future lessons

❖ Language helps assess current understanding and evaluate reasonableness of explanations.

Formal Assessments are	Informal Assessments are
• data-driven, • standardized in the manner they are administered and scored, • grade-level or age specific, and • measuring a student's level at a particular time of the year.	• content and performance- driven, done at any time and more frequently, • more student specific and interactive, and • part of classroom instruction and do not have to be tests.

ELPS that can be used: 2l; 3g; 4j; 4k; 5g

Forms of Evaluation

Students' participation in speaking and writing activities used to evaluate their comprehension of the lesson

Not all forms of evaluation are appropriate for all students
- Consider their level of proficiency
- Consider the activities/materials that were used to prepare students for evaluation

Alternate forms of evaluation:
- Matching activity
- Drawing a picture with labels using academic terms
- Responding to questions by pointing

Evaluate

Performance Assessment & Selected Response Activity Pages

Note: Linguistic accommodations must be determined by individual student language proficiency levels. As a student's level of language proficiency increases, fewer linguistic accommodations will be necessary.

Evaluate

Possible Sentence Stems for "Evaluate" in ELA/R		
I learned…	I understand how…	As a result…
I still don't understand…	We still need to know…	Based on ____ we should …
This answer makes sense because…	One thing I understand better is ___ because…	After considering _____ I think _____ because…
____ proves ____ because…	The best explanation for the similarity (difference) is…	____ best represents ____ because…
The author was successful (unsuccessful) because…	The best way to describe ____ is ____ because…	A reasonable conclusion we could draw is…

Review the Lesson

(Bottom portion of worksheet)

Describe how the authors' purposes are similar or different for each article.
�
Sentence Stems for Writing and Speaking:

The differences in the authors' purposes for articles ____ and _____ are...

The similarities in the authors' purposes for articles ____ and _____ are...

Sentence Stems for Writing and Speaking –
- Provide the language structure to formulate a written or spoken response
- May be scaffolded for students at various levels of language proficiency

After multiple listening and speaking opportunities…
- Students compare and contrast the various purposes
- describe how they are similar or different

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Recap of Lesson Components

Content Objective
- Compare and contrast stated or implied purposes of informational text on the same topic by different authors.

Language Objective
- Students will read to analyze the stated and or implied purpose of a text and demonstrate an understanding of the type of purpose through the use of a graphic organizer.

Language Supports
Listening:
- Demonstrating tone and intonation
- Learn new languages in classroom interactions and instruction
- Use visual, contextual linguistic support to confirm and enhance understanding

Language Supports (continued)
Reading:
- Develop sight vocabulary and language structures
- Use visual and contextual supports to read text

Speaking:
- Use new vocabulary in stories, descriptions, and classroom communication
- Speak using grade level content-area vocabulary in context
- Share in cooperative groups with use of sentence stems
- Narrate, describe, and explain

Writing:
- Write using newly-acquired vocabulary
- Narrate, describe, and explain in writing with use of sentence stems

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How does this fit with Sheltered Instruction?

Sheltered Instruction Components
Lesson Preparation
Building Background
Comprehensible Input
Strategies
Interaction
Practice & Application
Lesson Delivery
Review and Assessment

How does this fit with Collaborative Strategic Reading (CSR)?

CSR Components
Preview Read; Brainstorm; Predict
Click & Clunk Clunks & Fix-Up Strategies
Get the Gist Main Idea
Wrap Up Question & Review

How does this fit with Writing Across the Curriculum (WAC)?

WAC Components
Read
Think
Write

Curriculum Implications

Instruction

- Strategy
- Activity
- Potential Pitfalls

Assessment

- In class
- District
- State

Comments / Questions

References

- Lead4Ward – lead4ward.com

- Region 13 ESC, *ELPS Toolkit*

- Texas Education Agency (TEA) – tea.texas.gov

- TEA, Project Share/Epsilen – Implementing the ELPS in English Language Arts and Reading (ELA/R)

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