

ELPS in the Content Areas



Curriculum & Learning Department

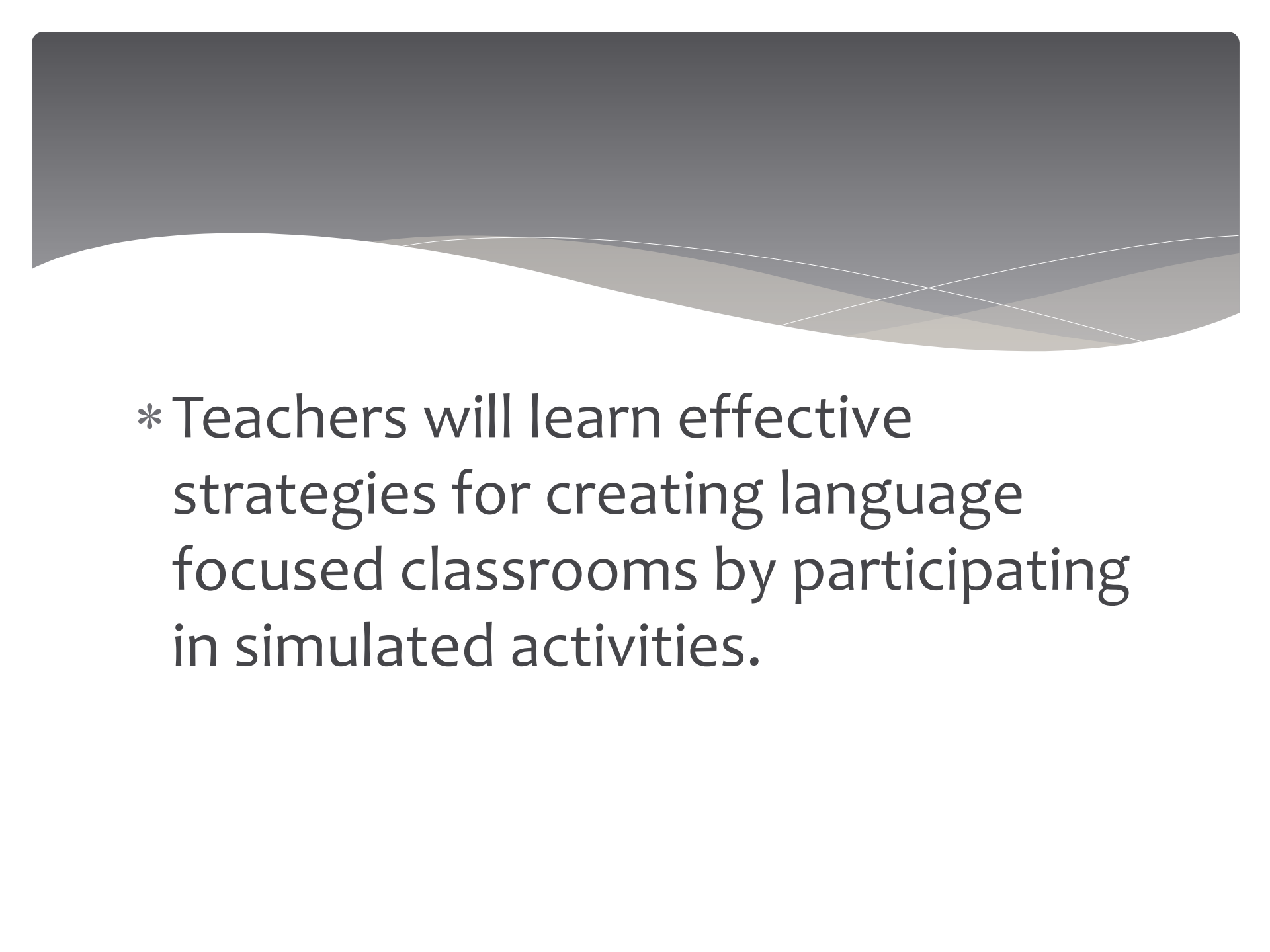
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Guiding Questions

1. What is the goal of the TEKS?
2. What is the goal of the ELPS?
3. Do you integrate content and language standards in your instruction? How?



* Teachers will learn effective strategies for creating language focused classrooms by participating in simulated activities.

Think/Pair/Share

- * Question- What do you notice about ELLs in your classroom?

- * Sentence stems

A pattern I notice in my classroom is that ELLs...

What I have discovered about ELLs in my classroom is...

THE FAMILY CIRCUS

THE FAMILY CIRCUS[®]

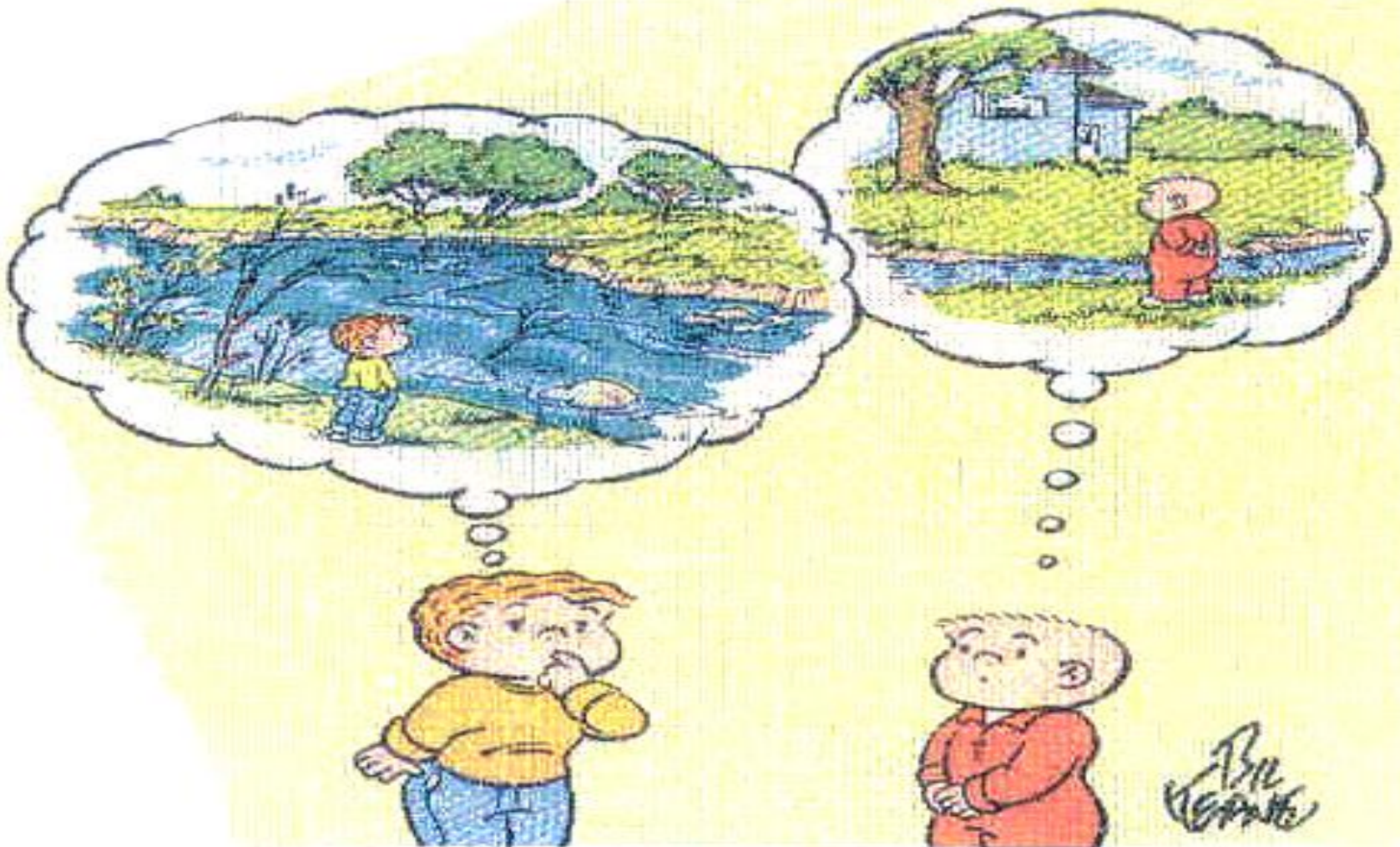
NOW
PICTURE
THIS...



...YOU'RE
STANDING BY
THE WATER'S
EDGE AND...



By Bil Keane
By Bil Keane



Second Language Acquisition

BICS vs. CALP

- * BICS- Basic Interpersonal Communication Skills
- * Time to develop is 2-3 years.

- * CALP- Cognitive Academic Language Skills
- * Time to develop is 5-7 years.

Social vs. Academic Language

Social Language

Simpler language

Usually face-to-face, small number of people, informal settings

Precise understanding is seldom required

Usually simpler, familiar topics

Get many clues from expressions, gestures, social context

Many opportunities to clarify

Academic Language

Technical vocabulary

Often lecture –style communication or reading a textbook; little situational context

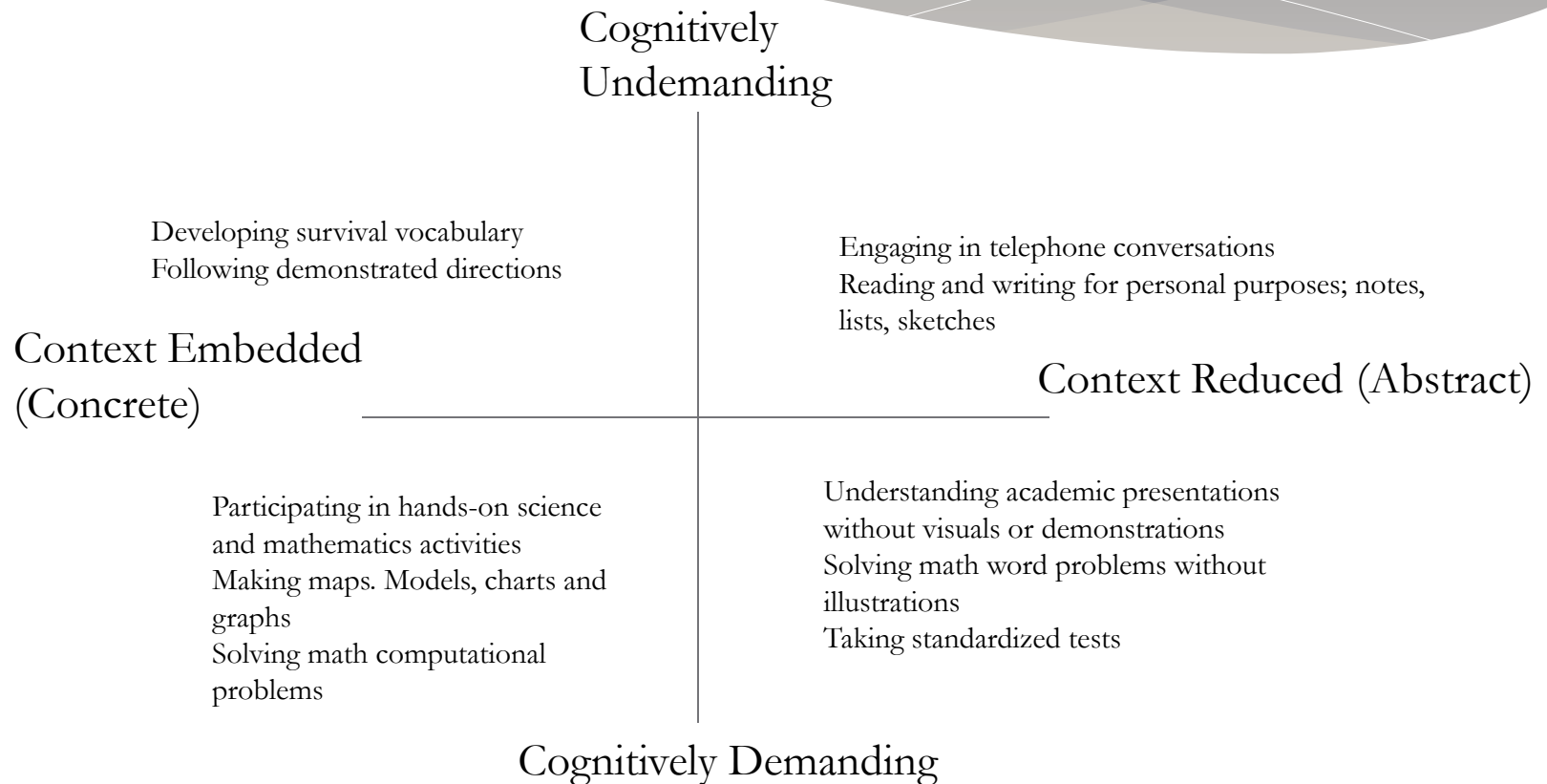
Precise understanding and description/explanation is required

New and more difficult topics to understand, knowledge is often abstract; cognitively complex

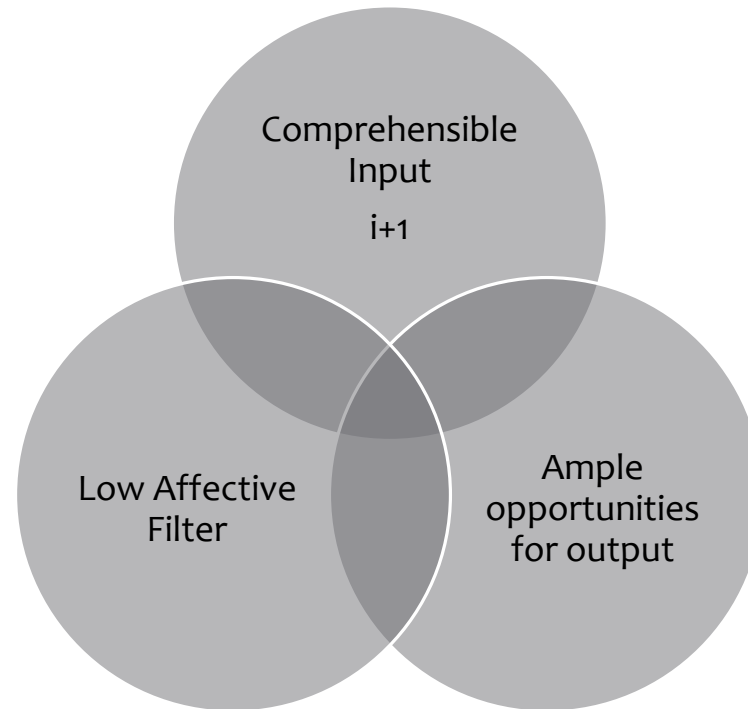
Fewer clues

More difficult to clarify

What teachers need to Know about second language learning



Keys to Language Acquisition



Discussion

- * What are you already doing to provide ELLS with an environment where language acquisition can take place?

opportunity

Let's close the ~~achievement~~ gap.



What the Academic Research Says

“...what students already know about the content is one of the strongest indicators of how well they will learn new information about the content.”

Robert J. Marzano,

Building Background Knowledge for Academic Achievement, p. 1.

Commissioner's Rules

- * In the Commissioner's Rules Chapter 89, it states that we are responsible for the **cognitive**, **linguistic** and **affective** needs of English Language Learners.

Cognitive Supports

- * TEKS and ELPS in all content and enrichment courses
- * Learning strategies
- * Comprehensible Input
- * Higher Order thinking Skills

Linguistic Supports

- * Access to proficient English speaking students
- * Opportunities to practice all language domains- listening, speaking, reading, and writing
- * Materials that promote language development
- * Adapted text or discourse

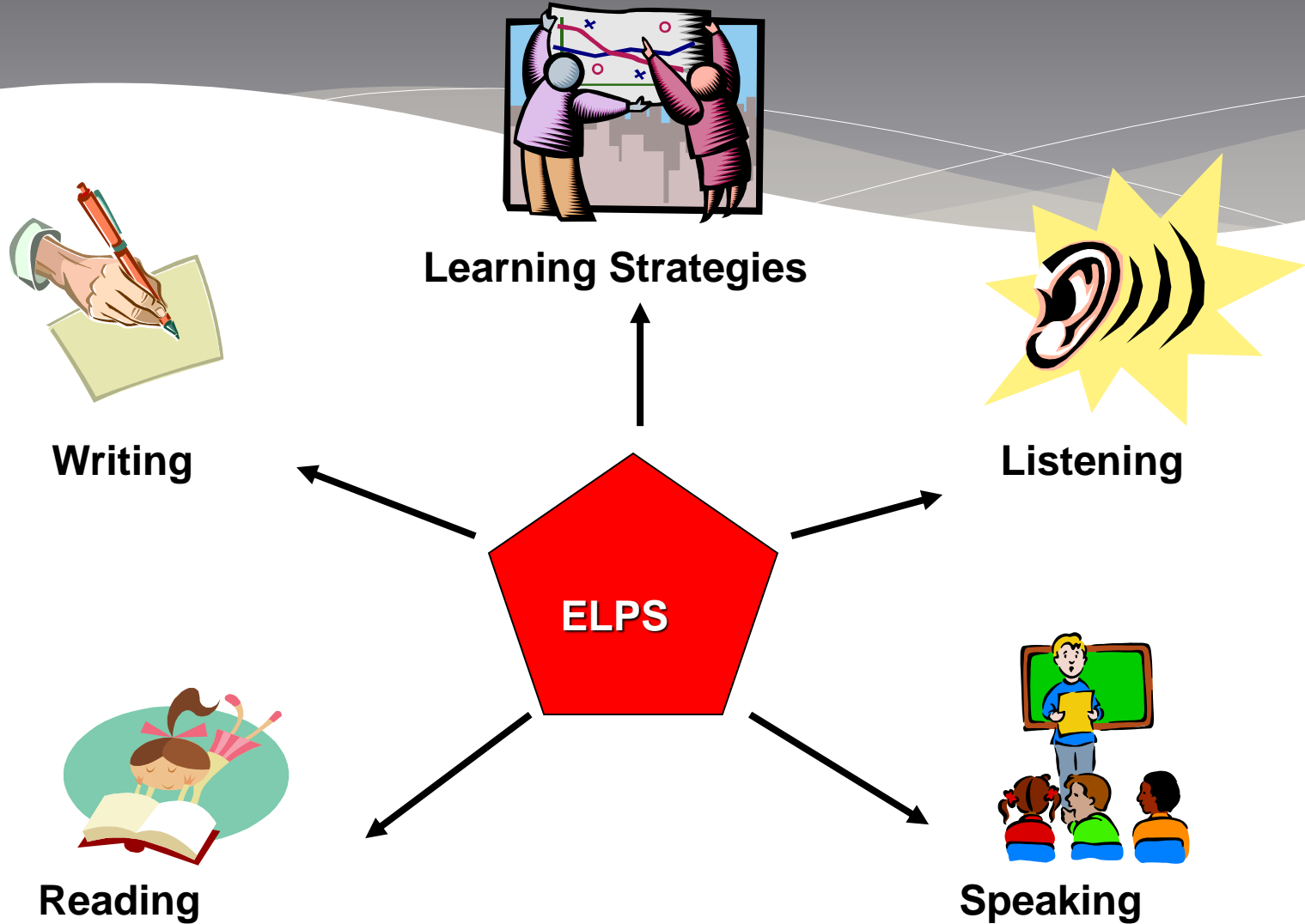
Affective Supports

- * Anxiety-free learning situation
- * Valued native language and culture
- * Advocacy for rights
- * Opportunities for success

Graffiti Write

- * A group of 2-5 students receive a piece of poster paper with the key concepts in the center of the paper.
- * Students divide the paper into the total number of students in the group.
- * For 2-3 minutes, students write linguistic and nonlinguistic representations about what they know about the concept.

Five E.L.P.S. Strands



Prediction Cafe

- * Prepare strips of paper with headings, quotations, or captions from a text that students will read.
- * Display the title for all students to see.
- * Explain that the goal of the activity is to make predictions and form a main idea or author's purpose for the text. (Depends on grade level)
- * Give each student a strip of paper and have them form pairs.

Prediction Cafe

- * Have students read the strips of paper individually and make predictions .
- * Have the second partner share his/her sentence strip in the same way, and then have the partners discuss what they think the main idea of the text will be.
- * Have students find a different partner and repeat the process.
- * Bring the class back together and lead a brief discussion about student predictions.

Prediction Café Sentence Stems

_____ makes me think that...

I believe _____ because

I predict the main idea is...

I think the author's purpose is ...

Title of Text

“Black Blizzard”

Expert/Novice

Novice

How do you...?

What is ...?

I don't understand why
you...

Expert

The first step is...

It is important to...

Let me clarify that for
you...

Expert/Novice

A gardener has 785 bricks to build a path in a garden. There will be 24 bricks in each row of the path. How many complete rows can the gardener make using 785 bricks?

A 32

B 17

C 33

D 65

Q, Triple S, A

- * **Question:** Ask the class a question
- * **Signal:** Ask students to give you a response signal when they are ready to answer the question. Examples of response signals include: showing thumbs up, giving a nod, crossing arms
- * **Stem:** Provide students with a Sentence Stem to use when answering a question.
- * **Share:** Give students the opportunity to share their responses with other students, in pairs, triads, or groups
- * **Assess:** Determine the quality of student discussions and the level of student understanding. Teachers can assess students by either randomly selecting students to share out loud or by having all students write a response.

Examples of Q, Triple S, and A

Question	Signal	Stem	Share	Assess
(Math) What are some important things to remember when factoring equations	Raise hand when ready to respond	The most important thing to remember when factoring equations is... because...	Share in groups of three.	Randomly call on students.
(Social Studies) Do you support Sam Houston's position on secession? Why?	Thinker's chin	I support/ oppose Sam Houston's position because...	Numbered Heads Together	Numbered Heads Together continued
(Language Arts) Is Stanley a hero?	Put your pen down when your response is written.	Evidence that shows Stanley is/is not a hero includes...	Share answers with several partners	Have students write their perspectives in response journals

Academic Conversations

*THINK, WRITE, PAIR, SHARE

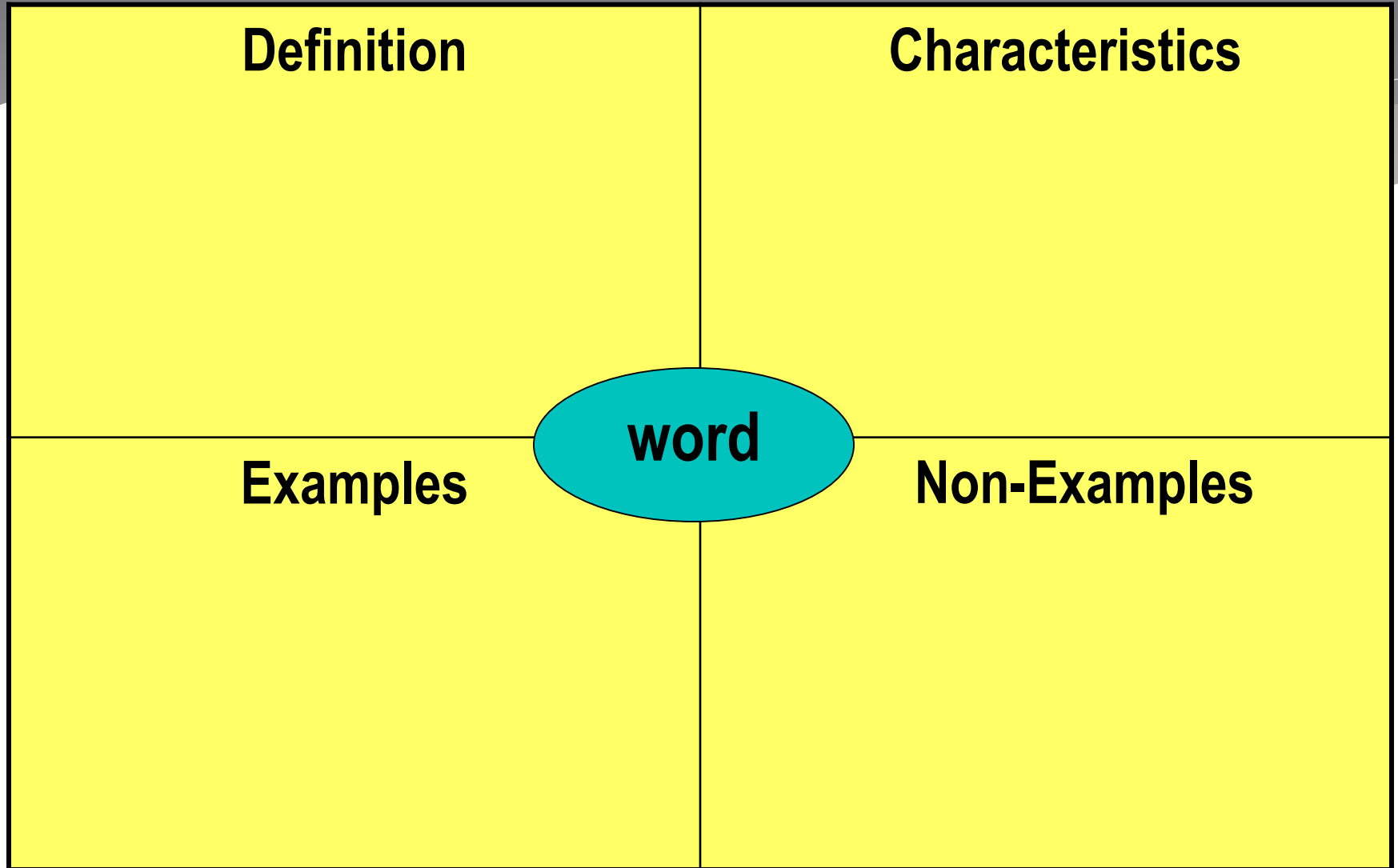
*READ, WRITE, PAIR, SHARE

W.I.T. Elaboration Stems

- ***Why** do you think...?
- ***Is** there another...?
- ***Tell** me more about...

The Frayer Model

(Frayer, Frederick, & Klausmeier, 1969)



The Frayer Model

(Frayer, Frederick, & Klausmeier, 1969)

Definition

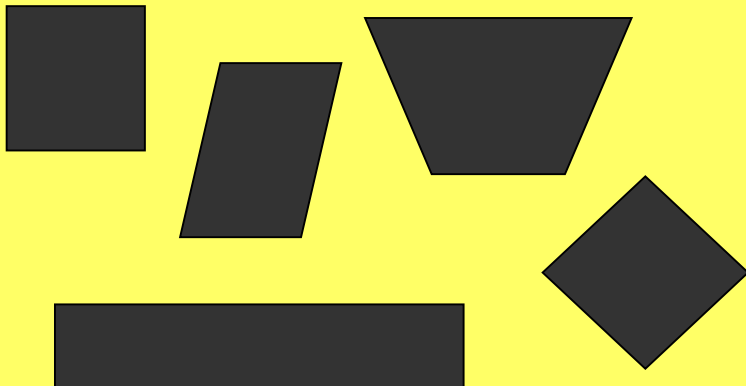
a shape that has four sides

Characteristics

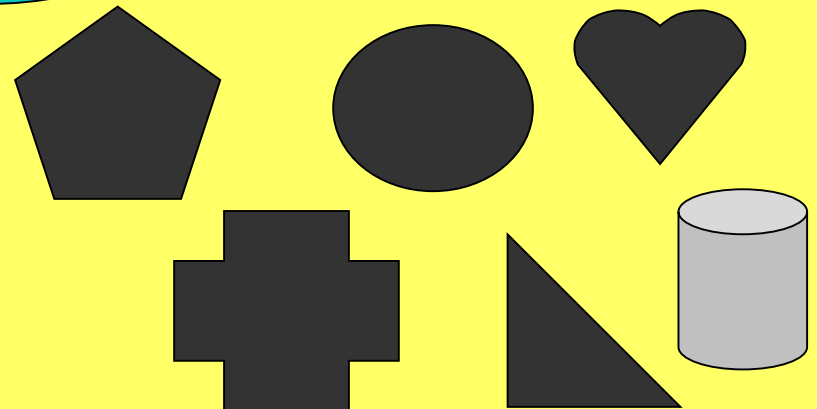
- ~~total angle = 360°~~
- ~~four sides~~ *don't have to be parallel or congruent, but they can be*

quadrilateral

Examples

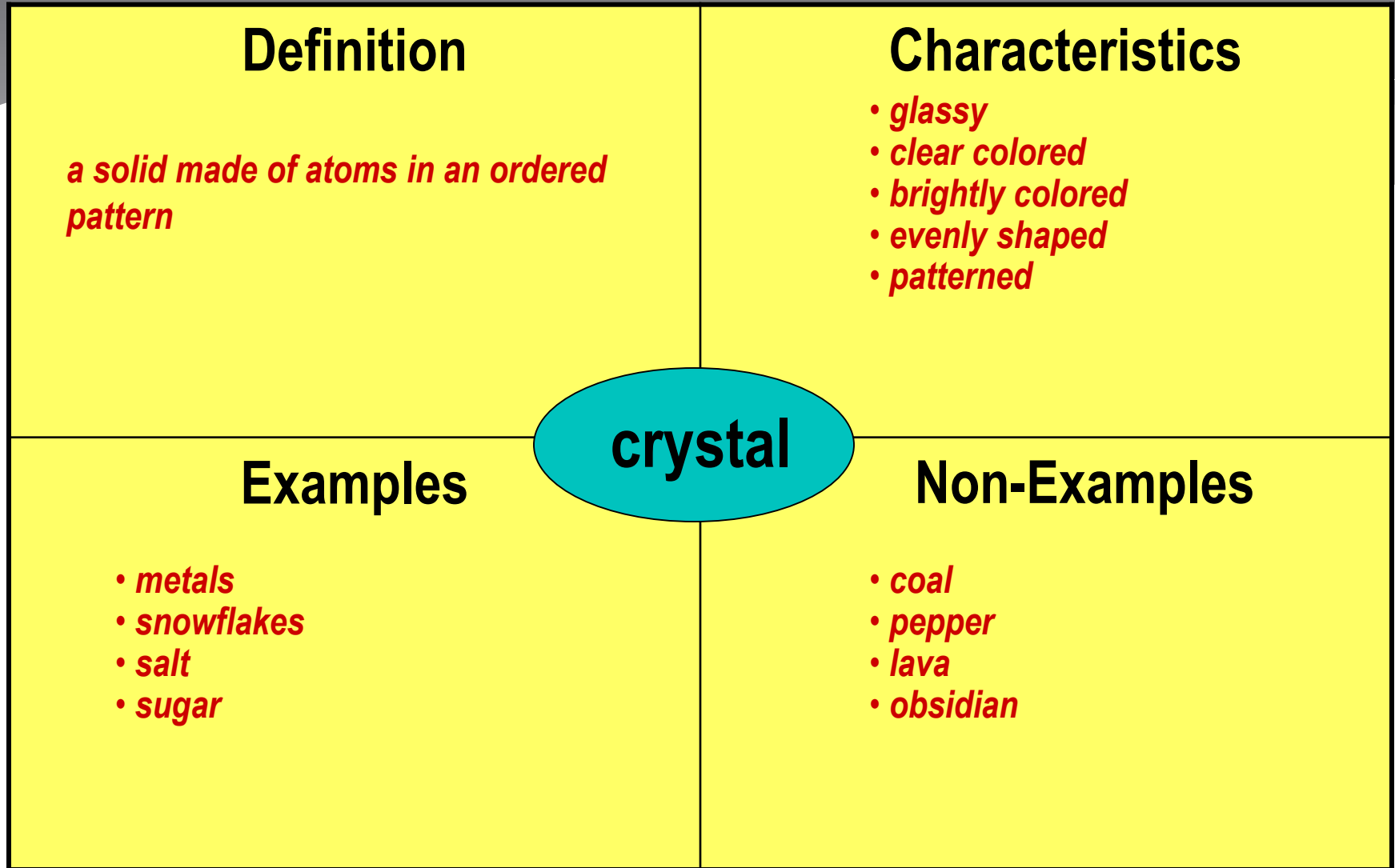


Non-Examples



The Frayer Model

(Frayer, Frederick, & Klausmeirer, 1969)



Definition

a solid made of atoms in an ordered pattern

Characteristics

- *glassy*
- *clear colored*
- *brightly colored*
- *evenly shaped*
- *patterned*

crystal

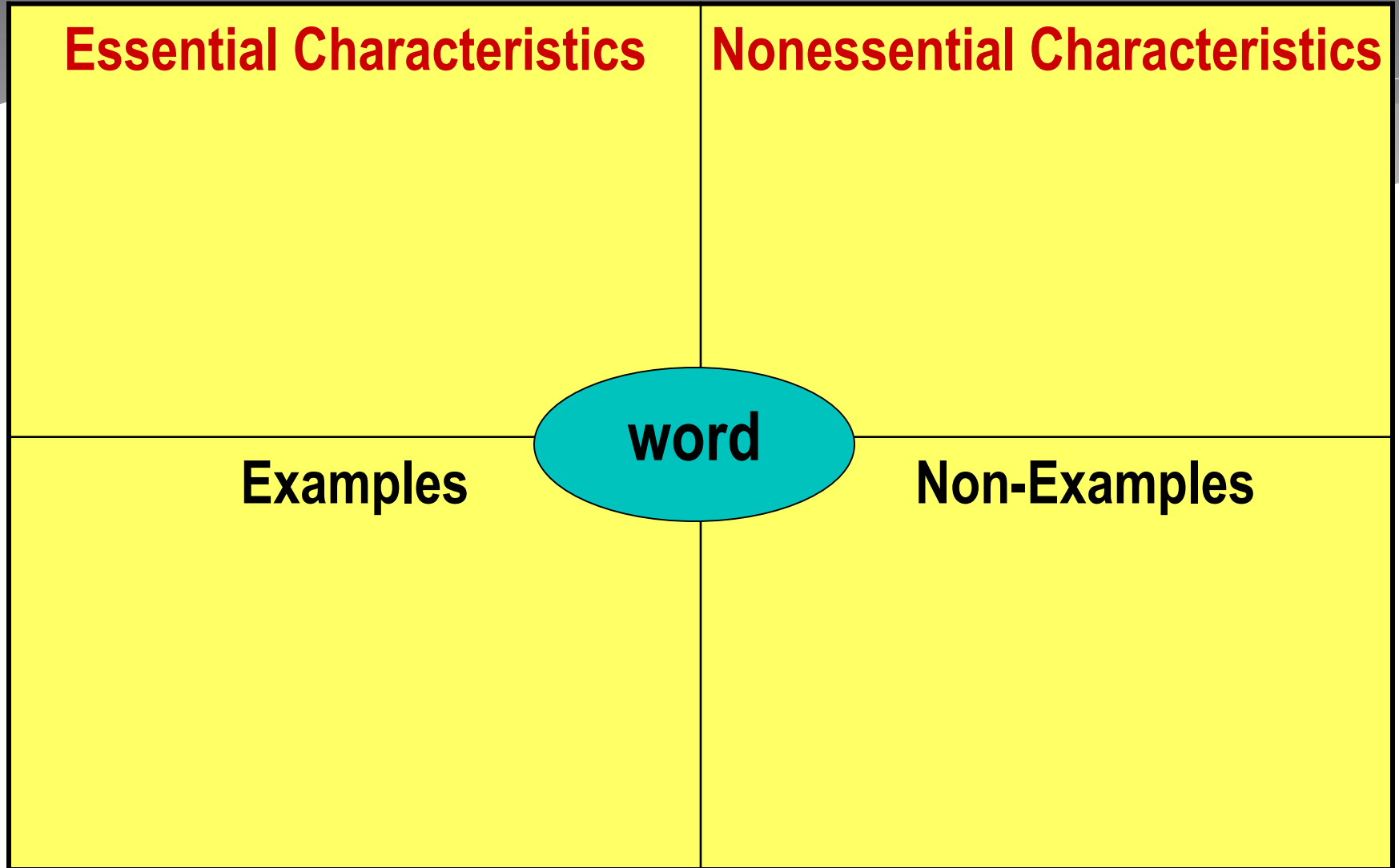
Examples

- *metals*
- *snowflakes*
- *salt*
- *sugar*

Non-Examples

- *coal*
- *pepper*
- *lava*
- *obsidian*

The Frayer Model



The Frayer Model

Definition

- contains water
- has a shore
- surrounded by land except at areas where it meets another body of water
- larger than a pond

Characteristics

- likely contains fresh water
- may be used for recreation
- may be habitat for wildlife
- may be expanded by part of a river

?

Examples

- _____ Ontario
- Loch Ness
- Grapevine _____
- Eagle Mountain _____

Non-Examples

- Mississippi River
- Pacific Ocean
- pond
- puddle
- swimming pool

The Frayer Model

Definition

- contains water
- has a shore
- surrounded by land except at areas where it meets another body of water
- larger than a pond

Characteristics

?

lake

Examples

- Lake Ontario
- Loch Ness
- Lake Travis
- Eagle Mountain Lake

Non-Examples

- Mississippi River
- Pacific Ocean
- pond
- puddle
- swimming pool

Word Box

Definition

The same measure, quantity, amount, or number as another

Real World Use

- exchanging money
- amounts in recipes
- fractions, decimals

equal

Illustration or Example

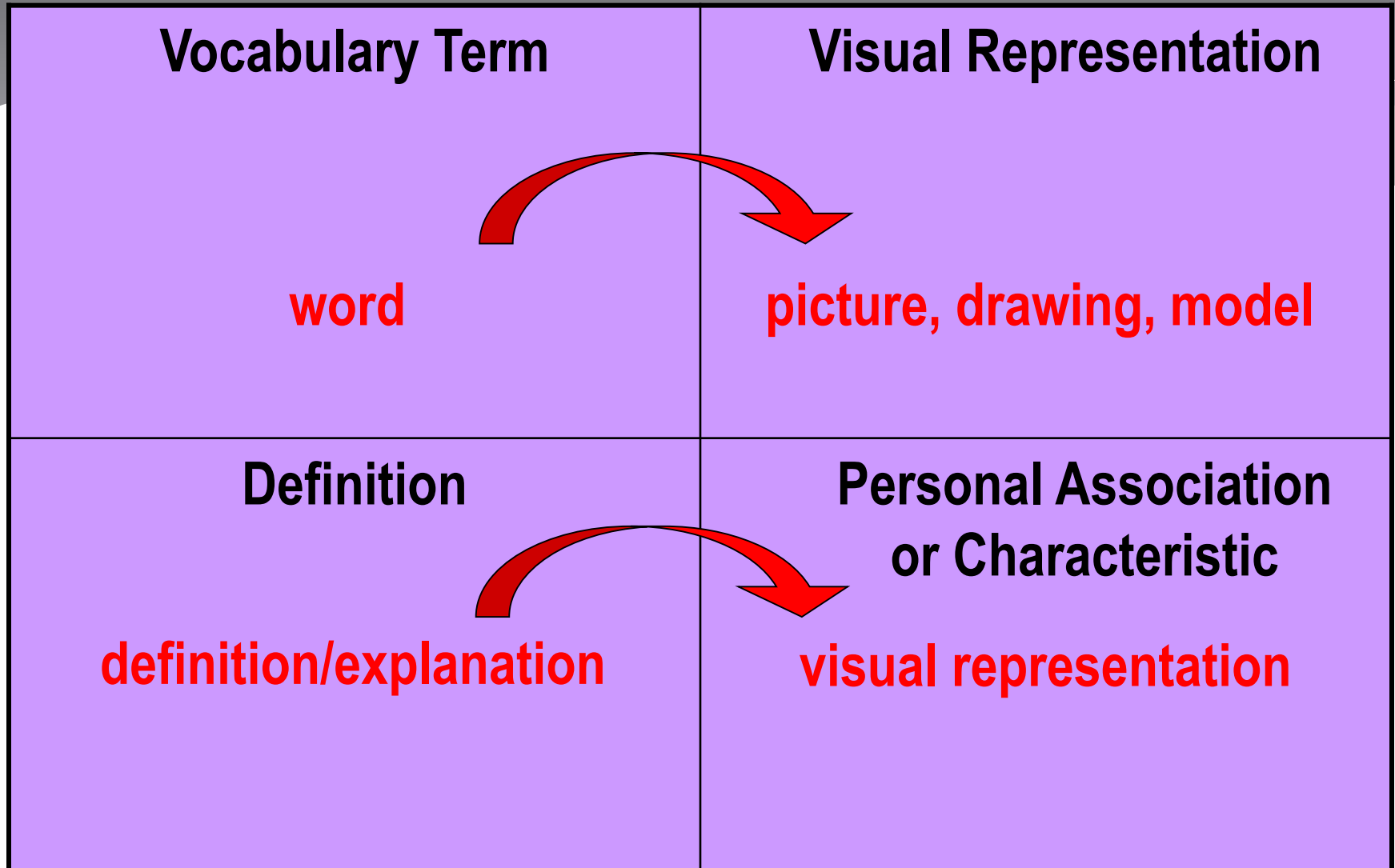


Related Words

- same, similar
- congruent
- equivalent
- equality
- equilibrium

Verbal & Visual Word Association

(Readence, Bean, & Baldwin, 2001)



Notebook Entry

Term: *new word*

My Understanding: 1 2 3 4

Describe:

Describe what the word means. Don't just copy a definition from a dictionary. Think about how you would talk about the word to a friend.

Draw:

Draw what you know about the term. Pictures often tell more than words.

Other Connections:

- Give examples.*
- Use it in a sentence.*
- List related words.*

Notebook Entry

Term

I understand even more about the term than I was taught.

Understanding:

1

2

3

4

Desc

Des

a

v

D

Draw about often

I understand. I'm not confused about any part of what the term means.

I'm a little confused about what it means but I have a general idea.

means. Don't just copy dictionary. Think about about the word to a friend.

Other Connections:

I'm very confused. I really don't understand what the term means.

List related words.

Group Brainstorm

- * Teacher poses a question
- * Divide a piece of paper in halves
- * Left side= My Group's Ideas
- * Right Side= New Ideas from Others
- * Give students 3 minutes to generate a list of possible solutions
- * Everyone at the table records the solution

Group Brainstorm

- * What are the differences between a traditional “sit and get” classroom and a language focused classroom?