In order for participants to fully engage in this training, each participant should have a copy of the *ELPS Linguistic Instructional Alignment Guide (ELPS LIAG)* and sample Texas English Language Proficiency Assessment System (TELPAS) data (Confidential Student Roster or student level data by language domain).

Show the ELPS LIAG to participants and point out that this resource can also be found in the ELPS Academy Project Share course via the ELPS Resource Supplement within the resources section.

**Processing Activity:** It is recommended to begin with an icebreaker to have participants access prior knowledge about English language learners (ELLs) and instruction.

For example, use sentence stems such as:

- A pattern I notice in my classroom or district is that ELLs...
- In my opinion, ELLs in my classroom or district...
- What I have discovered about ELLs in my classroom or district is...

Or use a pair share activity to promote discourse regarding ELLs and instruction.
Training Goals

• Content Objective
  – Participants will explore components for providing K-12 instruction commensurate to English language learners’ linguistic needs.

• Language Objective
  – Participants will discuss the implementation of the English Language Proficiency Standards based on the linguistic needs of their K-12 English language learners.

Read training goals with participants to model the practice of having objectives reviewed with students prior to a lesson or instruction.

Content objectives describe **what** content will be learned, while Language objectives describe **how** the content will be learned.
The purpose of this instructional tool is to support teachers identify the essential components for providing K-12 instruction commensurate with ELLs’ linguistic needs. The consistent integration of these components is critical in lesson planning in order to meet the linguistic and academic needs of ELLs.

**Processing Activity:** Have participants engage in a Scavenger Hunt where they identify the following components: ELPS, PLDs, Linguistic Accommodations (Suggested Teacher Behaviors), and CCRS throughout the ELPS LIAG. Ensure participants are familiar with the format and or layout.
Reference the inside cover which includes a description of the instructional tool, as well as the four color-coded sections of the linguistic domains. Have participants scan the arrangement of the aligned components. Point out the format of the PLDs, ELPS, CCRS and Suggested teacher behaviors (linguistic accommodations) as the format will be the same for all language domains.

Reference the K-1st grade-level clusters for Reading and Writing. Allow the participants to scan the K-1st/2nd-12th Proficiency Level Descriptors (PLDs) to become familiar with how they are both developmentally and grade level appropriate.

**Processing Activity:** In groups have participants discuss the similarities and differences between the K-1st and 2nd-12th grade Reading and Writing PLDs they have identified.

Optional participant sentence stems:

One similarity I noticed between the K-1st and 2nd-12th Reading PLDs is...
One difference I noticed between the K-1st and 2nd-12th Reading PLDs is...
One similarity I noticed between the K-1st and 2nd-12th Writing PLDs is...
One difference I noticed between the K-1st and 2nd-12th Writing PLDs is...
## Curriculum Requirements
### Chapter 74.4. (a) (6)

- The English language proficiency levels of *beginning, intermediate, advanced, and advanced high* are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The **proficiency level descriptors outlined in subsection (d)** of this section **show the progression of second language acquisition from one proficiency level to the next** and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

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Reference Texas Administrative Code 19, Chapter 74.4. (Curriculum Requirements) ELPS and make connections with the components in the ELPS LIAG.

Chapter 74.4. ELPS contains four subsections (a) Introduction, (b) District responsibilities, (c) Cross-curricular second language essential knowledge and skills (d) Proficiency level descriptors.

Section (a) Introduction references that students identified as Limited English Proficient (LEP), including LEP Denials, are rated based on levels of language proficiency found in the ELPS-TELPAS PLDs.
ELPS-TELPAS Proficiency Level Descriptors

• The PLDs describe how well ELLs at each proficiency level are able to understand and use English to engage in grade-appropriate academic instruction. There are separate PLDs for listening, speaking, reading and writing.

Proficiency levels may also vary within language domain. For example, you may have a student displaying Advanced characteristics in Listening, while their Writing displays an Intermediate level of proficiency. Because of this, it is vital that classroom instruction be commensurate to students’ linguistic needs and or correlated with their level of language proficiency in each domain.
It is important to remember that the English language proficiency levels of Beginning, Intermediate, Advanced and Advanced High are not grade-specific. There are specific PLDs for each language domain.

Review the Writing screen shot example and have participants identify the ELPS-TELPAS PLDs for the remaining language domains.
Section 74.4. (b) (2)

• Requires that school districts provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student’s levels of English language proficiency to ensure that the student learns the knowledge and skills in the required curriculum.

Reference Texas Administrative Code 19, Chapter 74.4. (Curriculum Requirements) ELPS and make connections in the components of the ELPS LIAG.

Section of (b) District responsibilities, emphasizes that classroom instruction should be based on the language needs of students to ensure that content is understood. Linguistic accommodations are changes to the instructional approach based upon the language levels of ELLs.

It is important to note: we are not changing what we teach, we are simply changing the method of delivery in order to make content comprehensible.

Processing Activity: Pose the question “What are some considerations teachers must take into account when planning instruction for ELLs?”

Possible participant responses: TELPAS proficiency levels, years in school, LPAC recommendations.
Linguistically Accommodated Instruction

- Supplementary materials
- Instructional delivery
- Tasks based on the student’s current level of language proficiency

Linguistically accommodated instruction can take many forms and is used to communicate content and support language development across language proficiency levels.

**Processing Activity:** Have participants provide examples of supplementary materials, instructional delivery and tasks based on student’s current level of language proficiency through Pair Share, Gallery Walk or via Numbered Heads.

Supplementary materials are used to promote comprehension and support students with acquiring new concepts. Some supplementary materials might include illustrations, charts, manipulatives and realia (real life objects).

Instructional delivery is the way we choose to deliver the lesson. For example, before presenting new content a teacher might activate prior knowledge, identify misconceptions, or review previously taught content (i.e. pre-teach vocabulary, review word walls, identify cognates and modeling/demonstration).

Being cognizant of students’ language proficiency levels and selecting appropriate tasks or activities will provide the linguistic accommodations needed to ensure success.
Suggested teacher behaviors are examples of recommended linguistic accommodations. Implementing these in the classroom will support ELLs at various language proficiency levels during Listening, Speaking, Reading and Writing activities.

Linguistic accommodations are changes to the instructional approach based upon the language proficiency levels of ELLs. The proficiency level descriptors, which describe the English that ELLs are able to understand and use at each language proficiency level, guide teachers in providing appropriate linguistic supports and accommodations.

Review the Reading screen shot and have participants identify the Suggested teacher behaviors for the remaining language domains.
Curriculum Requirements
Chapter 74.4. (a) (1)

- Requires that “the English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

Reference Texas Administrative Code 19, Chapter 74.4. (Curriculum Requirements) ELPS and make connections with the components in the ELPS LIAG.

Section of (a) Introduction, emphasizes that the ELPS are taught along with the TEKS K-12 for all teachers of ELLs.

Please note this tool includes the Cross-Curricular Second Language Acquisition Essential Knowledge and Skills /Student Expectations of Listening, Speaking, Reading and Writing that correlate to the TELPAS domains. While Learning Strategies are also part of the ELPS Student Expectations, they are language processing skills that students are continuously applying to monitor their language learning. Teachers of ELLs must model and teach how to apply the Learning Strategies Cross-Curricular student expectations.

The Learning Strategies Cross-Curricular student expectations are included below for reference.

(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. 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:
(A) use prior knowledge and experiences to understand meanings in English;
(B) monitor oral and written language production and employ self-corrective techniques or other resources;
(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary;
(D) speak using learning strategies such as requesting assistance, employing non-verbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known);
(E) internalize new basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment;
(F) use accessible language and learn new and essential language in the process;
(G) demonstrate an increasing ability to distinguish between formal and informal English and an increasing knowledge of when to use each one commensurate with grade-level learning expectations; and
(H) develop and expand repertoire of learning strategies such as reasoning inductively or deductively, looking for patterns in language, and analyzing sayings and expressions commensurate with grade-level learning expectations.
Teachers must take into account their students' level of language proficiency and grade level in order to select the appropriate ELPS for academic language development. One must be purposeful and selective when implementing the ELPS for delivery of instruction in order to meet needs of individual students. Emphasize to participants, that the ELPS are not grade specific. For example, a secondary student at the Beginning level of proficiency may require different ELPS than those of an Advanced level elementary student.

Review the Speaking screen shot and have participants identify the ELPS Cross-Curricular Student Expectations for the remaining language domains.

**Processing Activity:** Group participants by language domain (Listening, Speaking, Reading and Writing) and have them identify the ELPS that a Beginning and/or Intermediate ELL may need then brainstorm a classroom activity that would promote language development.
The CCRS provide competencies and skills that graduating students must possess to continue their education beyond high school. It is necessary that teachers consider these standards in instructional planning.
The CCRS included in this tool represent what students are expected to know and be able to do, and are aligned to each linguistic domain.

Review the Speaking screen shot and have participants identify the CCRS for the remaining language domains.
Curriculum Requirements
Chapter 74.4. (b) (1)

- Requires that school districts **identify the student's English language proficiency levels** in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels.

Reference Texas Administrative Code 19, Chapter 74.4. (Curriculum Requirements) ELPS and make connections with the components in the ELPS LIAG.

Section of (b) District responsibilities, emphasizes that to effectively support ELLs, teachers shall identify student levels of English proficiency. Knowing students’ English language proficiency levels will assist teachers in determining the support and linguistic accommodations that students may require to be successful.
When planning instruction, teachers of ELLs must consider the language proficiency levels of their students as determined by the Texas English Language Proficiency Assessment System (TELPAS). The ELPS-TELPAS Student Proficiency Profile is a component of the ELPS LIAG that allows teachers to plot students’ TELPAS data by language domain.
The Texas Education Agency (TEA) developed TELPAS to meet state and federal testing requirements. TELPAS assesses ELLs annually in Listening, Speaking, Reading and Writing. Every student who participates in TELPAS receives test results in a report called the Confidential Student Report. TELPAS uses the four proficiency ratings (Beginning, Intermediate, Advanced and Advanced High) to show the progress students make in learning English from year to year. In order for students to reach their full academic potential, it is important for them to make steady progress in learning English in the four language domains (Listening, Speaking, Reading and Writing). Students who do not make steady progress may require additional assistance in the areas of both language and content learning.
For each language area assessed, teachers use the PLDs to determine whether the students are at the Beginning, Intermediate, Advanced or Advanced High stage of English language proficiency.

Point out the language domain of Listening and demonstrate how to plot the language proficiency accordingly on the ELPS-TELPAS Proficiency Profile.
Point out the language domain of Speaking and demonstrate how to plot the language proficiency accordingly on the ELPS-TELPAS Proficiency Profile.
Point out the language domain of Reading and demonstrate how to plot the language proficiency accordingly on the ELPS-TELPAS Proficiency Profile.
Point out the language domain of Writing and demonstrate how to plot the language proficiency accordingly on the ELPS-TELPAS Proficiency Profile.
This ELPS-TELPAS Proficiency Profile allows teachers to gain a bird’s eye view of the proficiency levels of their students in each language domain. Please make note that a student may exhibit different proficiency levels of language proficiency in Listening, Speaking, Reading, or Writing. Plotting the proficiency levels of students drives instructional decisions to accommodate for language proficiency.

**Processing Activity:** Have participants plot student TELPAS data, review the ELPS-TELPAS PLDs, identify the recommended linguistic accommodations (suggested teacher behaviors) for each student and discuss activities that may support language development.
The monitoring and adjusting of instruction is critical for the success of ELLs. Teachers should be consistently checking for progress since the goal is to have students move across the language continuum.

The benefit of this laminated tool is that it provides a means for allowing teachers to place students on the ELPS-TELPAS Proficiency Profile as they progress through the language levels.
Performance-Based Activities implemented in the classroom are ways to check for progress throughout the school year. Explain that these activities should be incorporated throughout the year and not solely during the TELPAS Administration window. Teachers who are a part of the TELPAS Holistic Rating training may be familiar with the listed Performance-Based Activities. These Performance-Based Activities can also be found in each language domain individually.

**Processing Activity:** Have participants identify other activities to gather information on language development progress in Listening, Speaking, Reading and Writing.
Effective instruction in second language acquisition involves providing ELLs opportunities to listen, speak, read and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read, hear and are expected to speak and write.

The ELPS Linguistic Instructional Alignment Guide is designed to help teachers gather information needed to ensure that the classroom instruction meets the individual academic and linguistic needs of their ELLs.

**Reflection Activity**: Have participants engage in a reflection activity regarding the ELPS LIAG. For example, have participants identify a component from the ELPS LIAG and how it will contribute to meeting their ELLs instructional needs to promote language development. Participants can be divided according to language domain (Listening, Speaking, Reading and Writing).
Review training goals with participants to model the practice of emphasizing the importance of having objectives reviewed at the end of each lesson to recap the objectives of the lesson, or instruction.

Remind participants that Content objectives describe what content will be learned, while Language Objectives describe how the content will be learned.