



TEACHER EDUCATION DEPARTMENT

TED 4350 [34250]

INTEGRATION OF ELPS INTO THE CONTENT AREAS

MAYMESTER 2014 * May 19th-30th

Instructor: Elena Izquierdo

ielena@utep.edu

EDUC 611



COURSE INFORMATION

TED 4350 Integration of ELPS into the Content Areas

3 Credit Hours

Course meets: M-F * 5:00 p.m. – 10:00 p.m. * EDUC 402

Office Hours: M-F 4:00 to 5:00 p.m.

COURSE OBJECTIVES

This course explores second language development and acquisition in secondary school contexts. It emphasizes second language acquisition, academic language and literacy through the language modalities of listening, speaking, reading, and writing to make course content instruction understandable for English Language Learners (ELLs). A thorough exploration of the Chapter 74.4: Curriculum Requirements: English Language Proficiency Standards (ELPS) will pave the way to becoming an effective teacher of students who come to the classroom with an important resource – the experience of speaking a language other than English. Essential instructional practices for successful teaching and learning in the various curriculum areas will be developed.

Understand language and its components;

- Understand second language acquisition, its theories and language stages;
- Integrate the skills of listening, speaking, reading, and writing to develop ELL students' English language proficiency through ELPS through the various content areas.
- Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;
- Understand the critical issues of ELLs in schooling;
- Identify the various assessment procedures for ELL such as TELPAS;LPAC.
- Understand and apply the strategies of Sheltered Instruction;
- Develop a sheltered lesson plan;
- Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture;
- Develop a blueprint for instruction consisting of solid comprehensible input rituals and routines coupled with a lesson plan design for content delivery that provides access to content knowledge and develops
- academic language proficiency.

REQUIRED TEXT/READINGS

- 1) Echevarria, J.J., Vogt, M.E.J., & Short, D.J. (2010). *Making Content Comprehensible for Secondary English Learners: The SIOP Model*. Boston, MA: Pearson Education.
- 2) Reiss, J. (2012). *120 Content Strategies for English Language Learners: Teaching for Academic Success in Secondary School*. Boston, MA: Pearson Education..
- 3) Seidlitz, J. (2010). *Navigating the ELPS in the English Language Arts & Reading Classroom*. Seidlitz Education.
- 4) Seidlitz, J., & Perryman, B. (2010). *Navigating the ELPS in the Social Studies Classroom*. Seidlitz Education.
- 5) Seidlitz, J., & Avila, A. (2010). *Navigating the ELPS in the Math Classroom*. Seidlitz Education.
- 6) Jordan-Kaszuba, J., & Seidlitz, J. (2010). *Navigating the ELPS in the Science Classroom*. Seidlitz Education.
- 7) Seidlitz, J. (2010). *Navigating the ELPS Using the New Standards to Improve Instruction for English Learner*. Seidlitz Education.
- 8) Texas Education Agency (TEA). (2012). *Chapter 74. Curriculum Requirements Subchapter A. Required Curriculum §74.4. English Language Proficiency Standards* [PDF document]. Retrieved from http://curriculum.austinisd.org/bil_ed/resources/ELPS/documents/CurriculumRequirements.pdf

ONLINE RESOURCES

- Texas Education Agency (TEA). (2012). *Texas English Language Learners Portal*. Retrieved from <http://elltx.org/>
- Texas Education Agency (TEA). (2012). *State law and Chapter 89: Commissioner's Rule (TAC Chapter 89)* [Data file]. Retrieved from <http://ritter.tea.state.tx.us/rules/tac/chapter089/ch089bb.html>

This is an intensive mini semester. All students are expected to be prepared and check their course BB, emails, assignments, etc. on a DAILY basis. Reading the assignments is essential to meaningful participation. Expect unannounced quizzes on all readings and lectures. Students are responsible for working with their groups. Group work is mandatory. No excuses for incomplete or late assignments will be accepted. No absences or tardiness will be accepted. No cell phones; no texting; no laptops. PLAN AHEAD. All students are required to maintain a high level of professionalism and respect for one another as we engage in discussions and group work.

STUDENT LEARNING OUTCOMES

Standard I: The ESL teacher understands fundamental language concepts and knows the structure and conventions of the English language.

<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>	<i>English Language Proficiency Standards</i>
1. Review knowledge of the nature of language and basic language concepts to facilitate student learning in the ESL and general education classroom;	a. Course graded chapter and lecture assignments; b. Class discussion of the myths and misconception of language and language learning; conventions of language and their direct application in educational settings and contexts; and c. Reading quizzes.	1(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. 2(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations 3(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
2. Apply and adapt knowledge of the functions and registers of language to develop and modify instructional materials;	a. Course graded chapter and lecture assignments; b. Class discussion of the language registers and their direct application in educational settings and contexts; and c. Reading quizzes.	1(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 3(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired;
3. Integrate the skills of listening, speaking, reading, and writing to develop ELL students' English language proficiency.	a. Course graded chapter and lecture assignments; b. Class discussion of the domains/modalities of language and their direct application in educational settings and contexts; and how they are integrated in the ELPS; and c. Reading quizzes.	All ELPS

Standard III: The ESL teacher understands the processes of first- and second-language acquisition and uses this knowledge to promote students' language development in English.

<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>	
4. Apply knowledge of theories, concepts, and research related to language learning to support students' language development in English;	a. Course graded chapter and lecture assignments; b. Class discussion of second language acquisition language and their direct application in educational settings and contexts; and c. Reading quizzes.	1(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;

Standard IV: The ESL teacher understands ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate ESL instruction.

<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>	<i>English Language Proficiency Standards</i>
5. Devise and implement appropriate instruction to address applicable Texas Essential Knowledge and Skills (TEKS);	a. Course graded chapter and lecture assignments; b. Class discussion of the TEKS and their direct application in various grades and content areas; and c. Reading quizzes.	4(I) 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; 5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary
6. Modify planning procedures for effective, developmentally appropriate ESL instruction;	a. Course graded chapter and lecture assignments; b. Class discussion of the Sheltered instruction; SIOP; c. Reading quizzes.	5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
7. Select instructional methods, resources, and materials, including the fine arts, appropriate for various goals and situations in the ESL classroom;	a. Course graded chapter and lecture assignments; b. Class discussion of the Sheltered instruction in the various Content Areas; SIOP; and c. Reading quizzes.	1(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. 2(H) understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations 3(H) narrate, describe, and explain with increasing specificity and detail as more English is acquired;
8. Integrate technological tools and resources into the instructional process;	a. Course graded chapter and lecture assignments; b. Class discussion of various web links that support the sheltered instruction in the various Content Areas; and c. Reading quizzes.	1(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
9. Design strategies that foster ELL students' content-area learning;	a. Course graded chapter and lecture assignments; b. Class discussion of the sheltered instruction in the various Content Areas; SIOP; and c. Reading quizzes.	3(C) speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired; 3(D) speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency
10. Engage students in critical-	a. Course graded chapter and	1(H) develop and expand

thinking processes;	lecture assignments; b. Class discussion of the critical thinking and higher order questioning; and c. Reading quizzes.	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
Standard V: The ESL teacher has knowledge of the factors that affect ESL students' learning of academic content, language, and culture.		
<i>By the end of course, the student will be able to:</i>	<i>To evaluate these outcomes, the faculty member will use the following assessment procedures:</i>	<i>English Language Proficiency Standards</i>
11. Review knowledge of factors that may affect students in order to facilitate their learning of academic content, language, and culture;	a. Course graded chapter and lecture assignments; b. Class discussion of Academic Language; SIOP; Content Area Instruction; SIOP; and learning styles; and c. Reading quizzes.	1(A) use prior knowledge and experiences to understand meanings in English; 1(B) monitor oral and written language production and employ self-corrective techniques or other resources;
12. Design instruction and devise activities that are responsive to diversity and individual student needs.	a. Course graded chapter and lecture assignments; b. Class discussion on diverse learners and differentiated instruction; c. Reading quizzes.	5(B) write using newly acquired basic vocabulary and content-based grade-level vocabulary 5(G) narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired.
Standard VI: The ESL teacher understands formal and informal assessment procedures and instruments (language proficiency and academic achievement) used in ESL programs and uses assessment results to plan and adapt instruction.		
13. Select, adapt, or develop appropriate assessments for different purposes in the ESL program (e.g., diagnosis, program evaluation, proficiency);	a. Course graded chapter and lecture assignments; b. Class discussion of the English Language Proficiency Standards (ELPS); and Sheltered Lesson Project c. Reading quizzes.	4(I) 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; 4(J) demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs; and 4(K) demonstrate English comprehension and expand reading skills by employing analytical skills such as evaluating written information and performing critical analyses commensurate with content area and grade-level needs.
14. Interpret results of	a. Course graded chapter and	All ELPS

standardized tests commonly used in ELL programs in Texas;	lecture assignments; b. Class discussion of TELPAS and ELPS; and c. Reading quizzes.	
15. Summarize LPAC recommendations for LEP identification, placement, and exit.	a. Course graded chapter and lecture assignments; b. Class discussion of LPAC Procedures; and c. Reading quizzes.	4(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;
16. Use ongoing assessments to plan and adjust instruction that addresses individual student needs and enables ELL students to achieve learning goals.	a. Course graded chapter and lecture assignments; b. Class discussion of ongoing assessments; informal & formal assessments; Progress Monitoring. c. Reading quizzes.	1(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; 4(G) demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs;

Academic Dishonesty:

The University of Texas at El Paso prides itself on its standards of academic excellence. In all matters of intellectual pursuit, UTEP faculty and students must strive to achieve based on the quality of work produced by their individual. In the classroom and in all other academic activities, students are expected to uphold the highest standards of academic integrity. Any form of scholastic dishonesty is an affront to the pursuit of knowledge and jeopardizes the quality of the degree awarded to all graduates of UTEP. It is imperative, therefore, that all faculty insist on adherence to these standards.

Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes, but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are not attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts. Proven violations of the detailed regulations, as printed in the Handbook of Operating Procedures (HOP) and available in the Office of the Dean of Students, may result in sanctions ranging from disciplinary probation, to failing grades on the work in question, to failing grades in the course, to suspension or dismissal among others. Refer to <http://www.utep.edu/dos/acadintg.htm> for further information.

Students with Disabilities:

If you have or believe you have a disability, you may wish to self-identify. You can do so by providing documentation to The Center for Accommodations and Support Services (CASS),

Union East Building Room 106 * Phone: (915) 747-5148 Voice * Fax: (915) 747-8712 * Email: cass@utep.edu

	TOPIC	POINTS
	Letter To Student	2
	Interest Inventory Collection	3
	120 Strategies	5
	Law Rubric	5
	ELPS at a Glance	5
	TELPAS	5
	Expert Groups/ESL	5
	Chapter 89	5

	The Whole Student	5
	Affective Support	5
	Cognitive Support	5
	Linguistic Support	5
	Academic Language	5
	Content & Language Objectives	10
	Sheltered Lesson and Presentation	10
	Final Project	10
	Final	10
	TOTAL POINTS	100

	Syllabus	Activity	Materials
MON May 19	<p>Introductions; Review Syllabi; Student Learning Outcomes & TExES ESL Alignment to Course</p> <p>End of Year Letter to Teacher & Learner Inventory</p> <p>“The Whole Student” Pictorial Input Chart—Affective, Cognitive, & Linguistic Needs</p> <p>AFFECTIVE NEEDS Reading: WALQUI, A. (2000) Contextual Factors in Second Language Acquisition. ERIC Digest ED444381. Washington: ERIC Clearinghouse on Languages and Linguistics. http://eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/2a/31/03.pdf</p> <p>Second Language Acquisition What is it? How long does it take? What are the instructional implications of learning a second language vs. learning in a second language?</p>	<p>Introduction Interest Survey: http://www.duvalschools.org/newteachers/DI%20Strategies/DI%202012/Interest%20Inventory.pdf</p> <p>Index card Activity</p> <p>CLASSROOM: Letter from student Graphic Organizer – Blueprint of Classroom Pictorial Input Chart Read How Does Each Factor Affect Second Language Acquisition and Answer Questions</p> <p>Content: Focus & Connected Go to the Texas Education Agency Website Find your standards and review them. http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785 What are some big ideas students have to learn about in your content?</p>	<p>Link to survey index cards Copies of Syllabus</p> <p>Copies of Reading Chart Paper Butcher Paper Markers</p> <p>Copies: How Does Each Factor Affect Second Language Acquisition</p> <p>Graffiti Wall – 7 Groups (7 Principles)</p>
	TUE May 20	<p>AFFECTIVE SUPPORTS Levels of English Proficiency and the Texas English Language Proficiency Assessment System (TELPAS) Decision-making for instruction and assessment that is developmentally and linguistically appropriate for ELL students Key components of the Affective Learning Environment for ELL students</p> <p>EXPERT GROUPS: State law and Chapter 89: Commissioner's Rules (TAC Chapter 89): TELPAS; LPAC;</p> <p>ELPS §74.4. English Language Proficiency Standards Texas Education Agency - TELPAS Resources www.tea.state.tx.us/student.assessment/ell/telpas/</p>	<p>The most influential legislation regarding bilingual education in the United States. http://www.umich.edu/~ac213/student_projects05/be/legislation.html Review the above timeline. Choose a legislation to research more about. Use Law Rubric to create presentation about legislation.</p> <p>Classroom Read TEA website: Read Chapter 89 Adaptations for Special Populations What are the implications of the law to classroom and school instructional settings?</p> <p>Chapter 89 Activity: Expert Groups on each section</p>
WED May 21		<p>AFFECTIVE SUPPORTS The Affective Filter and Variables that Affect English Acquisition: Key variables that affect English acquisition by ELL students. • The significance of creating a positive learning environment for ELL students</p>	<p>Program Types ELPS Overview ppt presentation Navigating the ELPs – answer questions – class discussion Pg. 14 (Science)</p>

	<ul style="list-style-type: none"> • Stephen Krashen’s Affective Filter Theory The Learning Climate -Classroom Norms: Optimal learning climate for ELL students and the significance of establishing classroom norms to help ELL students learn English. • Classroom discussion • Communicating in complete sentences • Asking for help or clarification • Opportunities for participation • Are culturally responsive • Support language development •Creating a welcoming learning environment for ELL students • Understanding what it feels like as an English Language Learner <p>Physical Affective Environment:</p> <ul style="list-style-type: none"> •Displaying print • Arranging the classroom 	Scaffolds: 100% of Students Successful 100% of the Time	<p>Secondary English Learners</p> <p>Colored Paper</p> <p>Markers</p> <p>Circle Maps Copies</p>
THURS May 22	<p>AFFECTIVE SUPPORTS</p> <p>Know your content:</p> <ul style="list-style-type: none"> •Understanding your Texas Essential Knowledge and Skills (TEKS) •Teaching to the rigor of the standards <p>Know your students:</p> <ul style="list-style-type: none"> •Reflect on instructional techniques that will help students who do not speak English • Review differentiated instruction and progress monitoring for ELL students • Match language objectives to content objectives <p>Establish Clear Objectives:</p> <ul style="list-style-type: none"> • Developing content and language objectives that are “student-friendly” • Using objectives with students throughout the lesson • Displaying, discussing, supporting, and assessing objectives 	<p>Go to the Texas Education Agency Website Find your standards and review them. http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785</p> <p>What are some big ideas students have to learn about in your content?</p>	<p>Copies: TEKS standards</p> <p>Books: Seidlitz ELPS Books</p>
		ELPS Integration Planning Guide	
FRI May 23	<p>Cognitive Supports</p> <p>Build Background Knowledge of an ELL Student:</p> <ul style="list-style-type: none"> • Build Background Knowledge of ELL students • Connecting students’ background knowledge content <p>Modeling for Students:</p> <ul style="list-style-type: none"> • Model using the Teacher-Group-Student Approach • “I do, We do, You Do” – specific purpose and characteristics <p>Cooperative Groups:</p> <ul style="list-style-type: none"> • How to group your students 	Unpacking Academic Language Using 4 Easy Steps	<p>ELPS Flip Book</p> <p>Power Strategies</p> <p>Data Sheet</p> <p>Book</p> <p>Making Content Comprehensible for Secondary English Learners</p>

	<ul style="list-style-type: none"> • Benefits for grouping students • Structured Conversations - Holding everyone accountable <p>Hands-On Materials:</p> <ul style="list-style-type: none"> • Ways to use manipulatives and materials to learn concepts <p>Multiple Strategies:</p> <ul style="list-style-type: none"> • Finding different ways to learn a concept/content 	<p>Powerpoint Presentation</p> <p>Critical Questions</p> <ul style="list-style-type: none"> —What is your target for learning today? —How will you hold all students accountable for learning today? —What structures/strategies did you use to meet the needs of ALL your students? —What did you do differently for students with learning differences? —How did you know all students reached the learning target for today? <p>What will you do for those students who did not reach the target?</p>	
MON May 26	<p>Discussion Board Only (No Class)</p> <p>TEKS-ELPS—TELPAS—STAAR Connection Online Reading of Educator’s Guide to TELPAS</p> <p>http://www.tea.state.tx.us/WorkArea/DownloadAsset.aspx?id=2147501849</p> <p>Be ready for Quiz</p>		
TUES May 27	<p>Linguistic Supports</p> <p>Developing Language Objectives:</p> <ul style="list-style-type: none"> • Using the English Language Proficiency Standards as a basis for language objectives • Writing language objectives in a way that is “student-friendly” • Matching language objectives to content objectives <p>Performance Assessments:</p> <ul style="list-style-type: none"> • Sentence stems and paragraph frames • The Teacher-Group-Student approach for modeling • Assessment of content knowledge and language development <p>Developing Academic Vocabulary:</p> <ul style="list-style-type: none"> • Technical terminology and supporting language • Academic vocabulary 	<p>www.academiclanguage.org/Academic_Language.html</p> <p>www.wida.us/aboutus/AcademicLanguage/</p> <p>www.colorincolorado.org › Webcasts</p> <p>orh.sweetwaterschools.org/files/2012/06/Academic-Language-Functions-toolkit.pdf</p> <p>What is Academic Language?</p>	
		<p>WRITING CONTENT & LANGUAGE OBJECTIVES</p> <p>Planning for Academic Language in 4 Easy Steps!!</p> <ol style="list-style-type: none"> 1.Begin with your Key Understanding (Content Objective) 2. Rewrite your Key Understanding as a question(s). 3. Rewrite the question as a sentence stem(s) 4. List key vocabulary (both brick & mortar) associated with the stem. 	
WED May 28	<p>Linguistic Supports</p> <p>TELPAS</p> <p>Linguistic Accommodations Overview</p>	<p>Jigsaw Factors of Second Language Acquisition</p> <p>Create Chants for Section Presentation</p>	<p>Book Essential Linguistics Copies PLD’s</p>
THURS May 29	<p>Linguistic Supports</p> <p>Linguistic and Instructional Accommodations for ELL Students:</p> <ul style="list-style-type: none"> • Making accommodations for ELL students • Research and rationale in support of making linguistic instructional accommodations • Monitoring the effectiveness of accommodations for ELL students <p>Linguistic Accommodations for State Assessments:</p> <ul style="list-style-type: none"> • Examples of linguistic accommodations for state assessments • Assessment strategies 	<p>DISCUSSION BOARD</p> <p>Texas Education Agency (TEA). (2012). Texas English Language Learners Portal. Retrieved from http://elltx.org/</p> <p>Application of PLD’s to Instruction</p> <p>Linguistic Accommodations:</p>	

FRI May 30	Final Test Group Presentation of Classroom Blueprint & Lesson Planning Documents	Course Evaluation CLASSROOM Group Presentation of Classroom Blueprint & Lesson Planning Documents	
-------------------	--	---	--