

## Summary of ELPS Instructional Planning Guide

Instructional Strategies	ELPS Student Expectations	Classroom Strategies/Techniques	Language Objectives The student will be able to:
<b>Materials/ Adaptation of Content</b>	2F Derive meaning from a variety of media 3J Respond orally to a variety of media sources 4D Use pre-reading supports 4E Read linguistically accommodated materials 4F Use visual and contextual supports	-Anticipation Guides -Hi-Lo Readers -Advance Organizers -Manipulatives -Backwards Boardwalks -Scanning -Concept Attainment -Chunking Input -Nonlinguistic Rep -Vis. Lit. Frames -Graphic Organizers -Visuals/Video	<ul style="list-style-type: none"> <li>• Use___(audio tapes, video, DVD, CD ROM) to show an understanding of ...by</li> <li>• Use ____ (graphic organizer, illustrations, pre-taught vocabulary, or other pre-reading support to show an understanding of ...</li> <li>• Orally share information about ____ by using ____</li> </ul>
<b>Interaction</b>	1D Speak using learning strategies 2C Learn language heard in interactions and instruction 2I Demonstrate listening comprehension 3C Speak in a variety of sentence structures 3D Speak using grade level vocabulary in context 3E Share in cooperative groups 3F Speak using common and content are vocabulary 3G Orally express opinions, ideas, and feelings 3H Orally narrate, describe, and explain 3I Use oral language for formal and informal purposes	-Accountable -QSSSA Conversation Stems -Response Triads -Instr. Conversation -Recip Teaching -Literature Circles -Structured Conv -Num. Heads Together -Struct. Academ -Perspective-Based Controversy Activities -Think,Pair,Share -Question Answer -Tiered Resp Stems -Relationship (QAR) -W.I.T.	<ul style="list-style-type: none"> <li>• Orally share ideas using the phrase/words...</li> <li>• Orally retell a story about...using the words...</li> <li>• Orally describe to a partner...by...</li> <li>• Orally explain to your group ...using ...</li> <li>• Use formal English to describe to a partner...using...</li> <li>• Express aloud ideas, feelings, and opinions about ...by...</li> <li>• Use the words ____ to tell a small group about...</li> <li>• -Summarize a partners opinion about ...using...</li> </ul>
<b>Vocabulary</b>	1E Use and reuse new academic language 1C Use techniques to learn new vocabulary 2B Recognize English sound system in new vocabulary 3A Practice speaking using English sound system in new vocabulary 3B Use new vocabulary in oral and written communication 4C Develop sight vocabulary and language structures 5B Write using newly acquired vocabulary 5C Spell familiar English words	-Affixes, Roots, and Cognates -List/Sort/Label -Cloze Sentences -Sentence Stem -Expert/Novice -Self Assess of -Fluency Workshop -Word Knowledge -Homophone/ -Word Analysis Homograph Sort -Work Generation -Learning Logs -Word Sorts -Word Walls	<ul style="list-style-type: none"> <li>• Use new vocabulary to ...</li> <li>• Identify short/long vowel sounds in the words ...</li> <li>• Identify the sounds/roots/affixes ____ in the words...</li> <li>• Use prior knowledge to find the meaning of ...</li> <li>• Spell the words ____ correctly by/in...</li> <li>• Use the phrases ____ to find out about ...</li> <li>• Use the words ____ to describe/narrate/explain...</li> <li>• Write a ____ using the words/phrases ...</li> </ul>
<b>Learning Strategies</b>	1A Use prior knowledge to learn new language 1B Monitor language with self-corrective techniques 1F Use accessible language to learn new language 1G Distinguish formal and informal English 1H Expand repertoire of learning strategies to acquire language 2D Monitor understanding and seek clarification 2E Use linguistic support to confirm and enhance understanding 5D Edit writing	-Accountable -Posted Strategies Conversation Stems & StemsScaffold -Cornell Notes -QAR -Expert/Novice -SQP2RS -Insert Method -Think Alouds -KWL -Writing Process -Peer Editing -Response Signals	<ul style="list-style-type: none"> <li>• Assess understanding of ____ by ...</li> <li>• Ask for clarification using the phrase...</li> <li>• Acquire information about ____ using the words...</li> <li>• Edit personal writing by...</li> <li>• Identify errors in subject-verb agreement/pronoun agreement,/appropriate verb tenses in ...</li> </ul>
<b>Explicit English Language Instruction</b>	2A Distinguish sound and intonation 2G Understand general meaning, main points, and details 2H Understand implicit ideas and information 4A Learn relationships of sounds and letters in English 4B Recognize directionality of English text 4G Show comprehension of English text individually and in groups 4H Read silently with comprehension 4I Show comprehension through basic reading skills 4J Show comprehension through inferential skills 4K Show comprehension through analytical skills 5A Learn relationships between sounds and letters when writing 5E Employ complex grammatical structures 5F Write using variety of sentence structures and words 5G Narrate, describe, and explain in writing	-Book Reviews -QtA -Comprehension -RAFT Strategies -Teaching Segment -Contextualized & Suprasegmental Grammar Instruc. Pronunciation -Daily Oral Language -Sentence Mark Up -Dbl. Entry Journals -Sentence Sorts -Draw & Write -Sound Scripting -DRTA -SSR Program -Fluency Workshop -Summary Frames -Genre Analysis and -Unit Study ELLs Imitation -Writing Process Prediction Café -Writing Scaffolds	<ul style="list-style-type: none"> <li>• Identify long/short vowels by ...</li> <li>• Distinguish between the sounds ... by...</li> <li>• Demonstrate an understanding of the direction of English text by ...</li> <li>• Explain what ____ means by ...</li> <li>• Describe main points/details using the phrases ...</li> <li>• Summarize material read silently using a(n) ...</li> <li>• Use correct verbs, tenses, and antecedents in ...</li> <li>• Use possessive case correctly in ... \</li> <li>• Use negative and contractions correctly in ...</li> <li>• Write a ____ using the words/phrases</li> <li>• Narrate/Explain how ____ using the ... (tense/clause/pattern, etc.)</li> </ul>

## ELPS Linguistic Accommodation Planning Guide

Communicating		Scaffolding					
<ul style="list-style-type: none"> <li>Gestures</li> <li>Verbal Cues</li> <li>Extra Wait Time</li> <li>Peer Interaction</li> <li>Use of Native Language</li> </ul>	<ul style="list-style-type: none"> <li>Pre-Teaching Vocabulary</li> <li>Providing Sentence Stems</li> <li>Modeling &amp; Manipulatives</li> <li>Visuals &amp; Organizers</li> <li>Adapted Text</li> <li>Adapted Writing Tasks</li> </ul>	<b>Verbal</b>	<ul style="list-style-type: none"> <li>Rephrasing</li> <li>Recasting</li> <li>Think Alouds</li> <li>Repetition</li> <li>Call Backs</li> </ul>	<b>Procedural</b>	<ul style="list-style-type: none"> <li>Teach, model, practice, then apply</li> <li>Work as a class, small groups, partners, then individually</li> </ul>	<b>Instructional</b>	<ul style="list-style-type: none"> <li>Graphic Organizers</li> <li>Outlines</li> <li>Key Word Lists</li> <li>Sentence Starters</li> <li>Close Sentences</li> </ul>

	Sequencing	Listening	Speaking	Reading	Writing
TEACHER MOVES FOR EACH PROFICIENCY LEVEL	<b>Beginning Students (A)</b>	<ul style="list-style-type: none"> <li>Allow use of same language peer native language support</li> <li>Expect student to struggle to understand simple conversations</li> <li>Use gestures and movement</li> </ul>	<ul style="list-style-type: none"> <li>Provide short sentence stems and single words for practice before conversations</li> <li>Allow some nonparticipation in simple conversations</li> <li>Provide word bank of key Vocabulary</li> <li>Model pronunciation of social and academic vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Organize reading into chunks</li> <li>Use visual and linguistic supports</li> <li>Explain classroom environmental print</li> <li>Use adapted text</li> </ul>	<ul style="list-style-type: none"> <li>Allow drawing and use of native language to express concepts</li> <li>Allow student to use high frequency recently memorized, and short, simple sentences</li> <li>Provide short, simple sentence stems with present tense and high frequency vocabulary</li> </ul>
	<b>Intermediate (B)</b>	<ul style="list-style-type: none"> <li>Provide visuals, slower speech, verbal cues, simplified language</li> <li>Preteach vocabulary before discussions and lectures</li> <li>Teach phrases for student to request speakers repeat, slow down, or rephrase speech</li> </ul>	<ul style="list-style-type: none"> <li>Allow extra processing time</li> <li>Provide sentence stems with simple sentence structures and tenses</li> <li>Model and provide practice in pronunciation of academic terms</li> </ul>	<ul style="list-style-type: none"> <li>Allow wide range of reading</li> <li>Allow grade-level comprehension and analysis of tasks including drawing and use of native language and peer collaboration</li> <li>Provide high level of visual and linguistic supports with adapted text and pretaught vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Allow drawing and use of native language to express concepts</li> <li>Allow writing on familiar, concrete topics</li> <li>Avoid assessment of language errors in content area writing</li> <li>Provide simple sentence stems and scaffolded writing assignments</li> </ul>
	<b>Advanced</b>	<ul style="list-style-type: none"> <li>Allow some processing time, visuals, verbal cues and gestures for unfamiliar conversations</li> <li>Provide opportunities for student to request clarification, repetition and rephrasing</li> </ul>	<ul style="list-style-type: none"> <li>Allow extra time after pauses</li> <li>Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms</li> </ul>	<ul style="list-style-type: none"> <li>Allow abstract grade-level reading comprehension and analysis with peer support</li> <li>Provide visual and linguistic supports using adapted text for unfamiliar topics</li> </ul>	<ul style="list-style-type: none"> <li>Provide grade level appropriate writing tasks</li> <li>Allow abstract and technical writing with linguistic support including teacher modeling and student interaction</li> <li>Provide complex sentence stems for scaffolded writing assignments</li> </ul>
	<b>Advanced High</b>	<ul style="list-style-type: none"> <li>Allow extra time when academic material is complex and unfamiliar</li> <li>Provide visual, verbal cues, and gestures when material is complex and unfamiliar</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities for extended discussions</li> <li>Provide sentence stems with past, present, future, and complex grammar and vocabulary with content-based and abstract terms</li> </ul>	<ul style="list-style-type: none"> <li>Allow abstract grade-level reading</li> <li>Provide minimal visual and linguistic supports</li> <li>Allow grade level comprehension and analysis of tasks with peer collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Provide complex grade-level appropriate writing tasks</li> <li>Allow abstract and technical writing with minimal linguistic support</li> <li>Use genre analysis to identify and use features of advanced English writing</li> </ul>