

# Edusmart supports ELPS requirements

## Contents

ELPS Support and EduSmart Science.....	1
ELPS Support with Targeted Application of EduSmart Science .....	1
English Language Proficiency Standards (ELPS) .....	3
Background Information .....	3
Overview of Requirements.....	3

## ELPS Support and EduSmart Science

EduSmart Science is a TEKS-aligned, multimedia science resource for grades 3-5. The program modules combine rich, detailed animation and graphics and concise narrated text with research based instructional strategies that are effective for all learners, but are especially beneficial for ELLs and students who are linguistically challenged. Targeted application of these strategies supports ELPS implementation and includes:

- Activating and pre-assessing prior knowledge; use of outlines to organize new information
- Use of cues, open-ended questioning and wait time to promote written and oral responses
- Non-linguistic representations and use of visuals to build vocabulary and background knowledge
- Interactivities that provide opportunities to internalize and demonstrate comprehension of newly acquired concept knowledge and vocabulary both orally and in written form
- Use of native language resources for Spanish speakers (EduSmart Science Spanish Version)
- Formative assessments with immediate feedback allows students and teachers to monitor progress
- Provides for linguistic accommodation and differentiation of instruction

### ELPS Support with Targeted Application of EduSmart Science

<i>Students will be able to:</i>	<i>English</i>	<i>Spanish</i>
<b>1. Use language to learn new language</b>	<b>Modules</b>	<b>Modules</b>
a. Use prior knowledge to learn new language	✓	
b. Monitor language with self-corrective techniques		
c. Use strategic learning strategies to acquire vocabulary (concept mapping, drawing)	✓	
d. Speak using learning strategies (synonyms, circumlocution)		
e. Use and reuse new vocabulary in speaking and writing to build academic language	✓	
f. Use language to learn new language	✓	
g. Distinguish between formal and informal language	✓	
h. Expand repertoire of learning strategies (reasoning, analyzing sayings and expressions)	✓	✓
<b>2. Listening</b>		
a. Distinguish sound and intonation	✓	
b. Recognize English sound system in new vocabulary	✓	

c. Learn new language heard in classroom interactions and instruction	√	√
d. Monitor understanding and seek clarification	√	√
e. Use visual, contextual and linguistic support to understand	√	√
f. Derive meaning from a variety of media	√	√
g. Understand general meaning, main points, and details	√	√
h. Understand implicit ideas and information	√	√
i. Demonstrate listening comprehension	√	√
<b>3. Speaking</b>		
a. Practice using English sound system in new vocabulary	√	
b. Use high frequency words to identify, describe and retell information represented or supported by pictures	√	
c. Speak using a variety of sentence structures		
d. Speak using grade level vocabulary in context	√	√
e. Share in cooperative groups		
f. Speak using high-frequency and content area vocabulary	√	√
g. Express opinions, ideas and feelings	√	√
h. Narrate, describe and explain	√	√
i. Adapt spoken language for formal and informal purposes		
j. Respond orally to information from a variety of media sources	√	√
<b>4. Reading</b>		
a. Use letter/sound relationships to decode, identify cognates, affixes, roots and base words	√	√
b. Recognize directionality of English text	√	
c. Develop sight word vocabulary; use environmental print		
d. Use pre-reading activities like graphic organizers, illustrations and pre-taught vocabulary	√	√
e. Read linguistically accommodated materials	√	√
f. Use visual and contextual support to read, develop vocabulary and background knowledge	√	√
g. Engage in shared reading, retelling and summarizing	√	√
h. Read silently	√	√
i. Show comprehension through main ideas and summarizing text		
j. Show comprehension through inferential skills	√	√
k. Show comprehension through analytical skills	√	√
<b>5. Writing</b>		
a. Learn relationships between sounds and letters when writing		
b. Write using newly acquired vocabulary	√	√
c. Spell familiar English words	√	
d. Edit writing for standard grammar and usage		
e. Employ complex grammar structures including correct verbs, tenses, pronouns, possessives, negatives and contractions		
f. Write using a variety of sentence structures and words	√	√
g. Narrate, describe and explain in writing	√	√

# English Language Proficiency Standards (ELPS)

## *Background Information and Requirements Overview*

### **Background Information**

In 1998, the State Board of Education (SBOE) adopted the English as a Second Language or ESL acquisition standards for grades K-12. At that time, the ESL standards were designed for students whose first language was something other than English and were identical to the TEKS for English Language Arts and Reading with additional requirements for English language acquisition. The ESL standards also included provisions for addressing instruction and evaluating proficiency levels for the four language domains – reading, writing, listening and speaking – as applied to all content areas.

In December 2007, the SBOE adopted the English Language Proficiency Standards or ELPS to satisfy NCLB Title III requirements. The ELPS replaced the existing ESL standards. Implementation of the ELPS is mandated K-12 for all core curriculum subject areas.

[http://ritter.tea.state.tx.us/sboe/schedule/2007/november/instruction/items/1\\_elps\\_i.html](http://ritter.tea.state.tx.us/sboe/schedule/2007/november/instruction/items/1_elps_i.html)

### **Brief Overview of ELPS Requirements**

#### *Purpose*

- To provide opportunities for ELLs to successfully acquire social and academic English language proficiency in order to reach their full academic potential

#### *Introduction*

- ELPS must be implemented as an integral part of each subject in the required curriculum K-12
- Instruction must integrate social and academic English and provide opportunities for ELLs to read, write, listen and speak with increasing complexity
- Instruction must provide linguistically accommodated content instruction

#### *District Responsibilities*

- To identify the student's English language proficiency levels in all four domains – speaking, listening, reading and writing
- To provide linguistically accommodated instruction commensurate with the student's English language proficiency level in the knowledge and skills of the foundation and enrichment curriculum
- To provide linguistically accommodated content-based instruction which includes the cross-curricular second language TEKS to aid acquisition of English language proficiency
- To provide intensive, ongoing, focused, targeted and systematic second language acquisition instruction to provide ELLs with the foundation of English language vocabulary, grammar, syntax and English mechanics necessary to support content-based instruction and accelerated learning of English