

Weaving the Strands into Skilled Reading

SCARBOROUGH'S READING ROPE

(2001)

Language
Comprehension

LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)

VOCABULARY
(breadth, precision, links, etc.)

LANGUAGE STRUCTURE
(syntax, semantics, etc.)

VERBAL REASONING
(inference, metaphor, etc.)

LITERACY KNOWLEDGE
(print concepts, genres, etc.)

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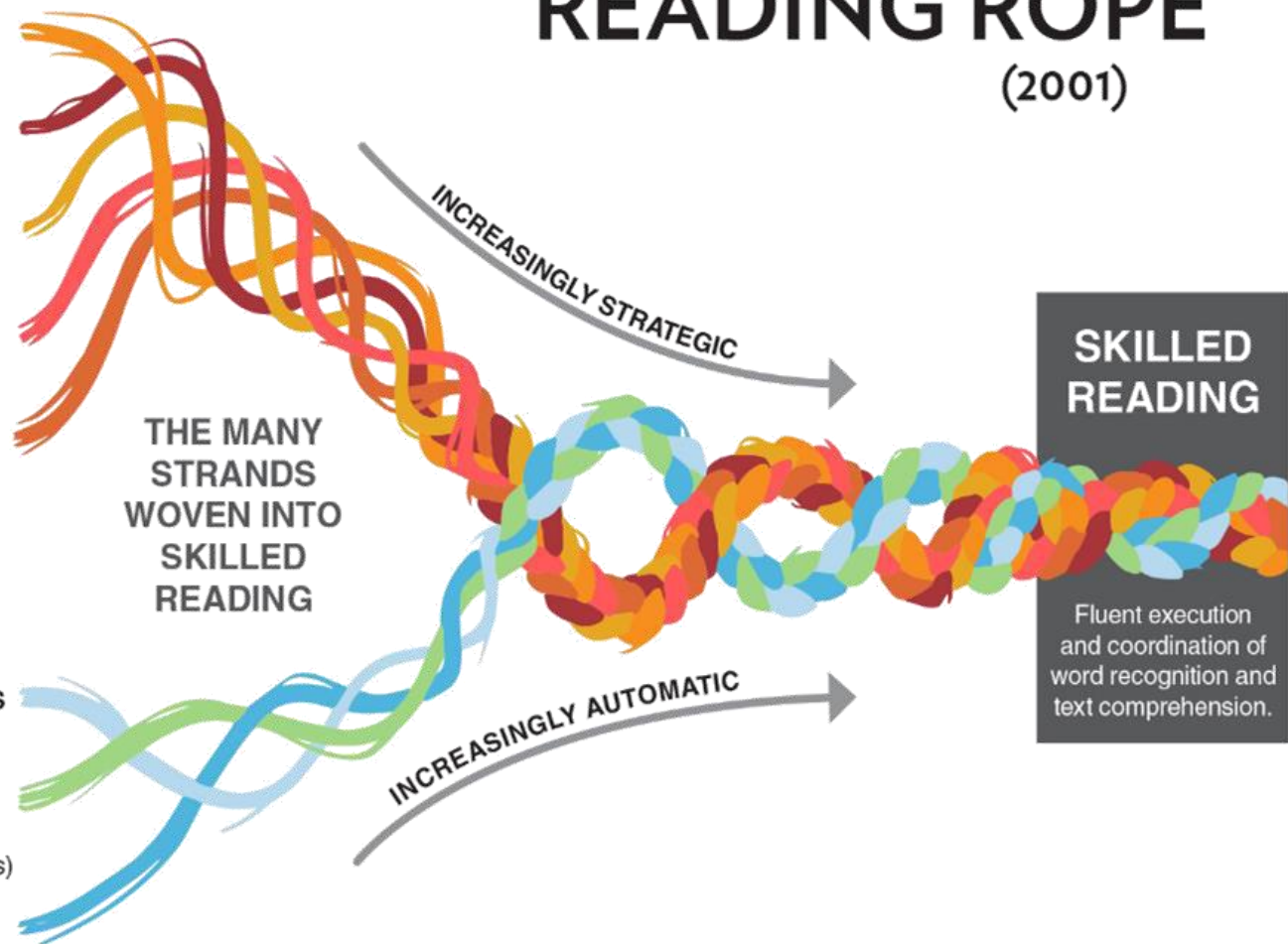
Word Recognition
(decoding)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)

DECODING
(alphabetic principle,
spelling–sound correspondences)

SIGHT RECOGNITION
(of familiar words)



THE MANY
STRANDS
WOVEN INTO
SKILLED
READING

INCREASINGLY STRATEGIC

INCREASINGLY AUTOMATIC

**SKILLED
READING**

Fluent execution
and coordination of
word recognition and
text comprehension.

Bilingual / ESL Program Playbook

The purpose of this playbook is to build language proficiency and reading fluency in EB students through the implementation of the specific strategies below:

Accountable Conversations

Why: To help students become independent learners, students need to be held accountable for their learning.

How: Students will be provided with a poster that list alternatives to saying "I don't know." Alternatives include:

- May I please have some more information?
- May I please have some time to think?
- Would you please repeat the question?
- Where could I find more information about that?
- May I ask a friend for help?



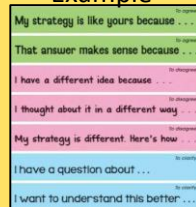
Speak in Complete Sentences

Why: Speaking in complete sentences:

- Dramatically improves the quality of interaction in the classroom
- Helps students think in complete thoughts
- Helps students practice using academic language

How: By providing students with sentence stems to use when responding to a topic-related question.

Example



Structured Conversations

Why: To provide opportunities for students to share ideas and varying points of view with each other in a structured setting.

How: Using the QSSSA strategy:

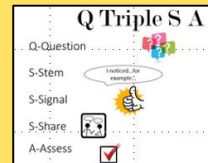
Question – open ended

Signal – stand, sit, etc.

Stem – sentence stem

Share – with group or partner

Assess – teacher randomly assesses students by calling on them individually



NOTE: QSSSA is one of several structured conversation strategies.

Tracking Print

Why: To increase sight word recognition, build fluency and comprehension.

How: The teacher uses a pointer or other instrument to track print in a big book or on projected text. This allows the EB student to know exactly which word is being read. This type of continuous exposure to print helps the student learn the words, thus building fluency and increasing comprehension.



Choral and Echo Reading

Why: To enhance oral pronunciation, build sight word recognition, fluency, and comprehension.

How: As the teacher tracks the print in a big book or on projected text, the teacher either has the students choral read (everyone together) a sentence or paragraph, or the teacher reads a sentence or paragraph and has students echo read (rereading what was just read). Doing this allows students to practice oral reading, enhance prosody, build sight-word recognition and increase comprehension without the stress of being called out to read alone.


<https://www.youtube.com/watch?v=0ws9irukA-k>

<https://www.youtube.com/watch?v=rFOIq9W30mo>


This playbook is important to our district because building language proficiency and reading fluency are highneeds areas for our EB students and fundamental to their academic success.

The expectation is that all bilingual and ESL teachers will understand these strategies and the importance of their effective and unwavering implementation as they relate to language proficiency, reading fluency and student achievement.


Instead of “I don't know”



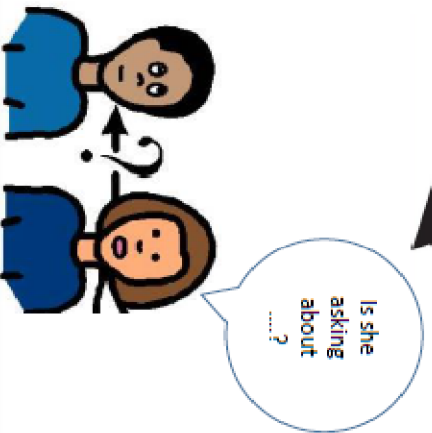
May I please have some more information?



May I have some time to think?



Would you please repeat the question?



May I ask a friend for help?

Is she asking about ?

Use sentence stems to help students speak in complete sentences.

Example:

My strategy is like yours because _____.

That answer makes sense because _____.

I have a different idea because _____.

I have a question about _____.

I think _____ because _____.

We believe _____ is correct because _____.

Q Triple S A

Q - Question open-ended

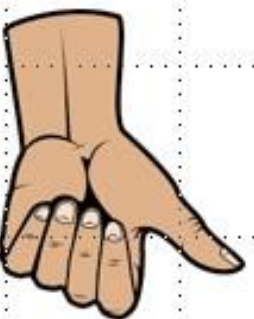


S - Stem

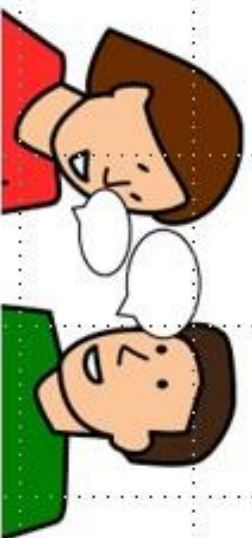
I think _____

because _____.

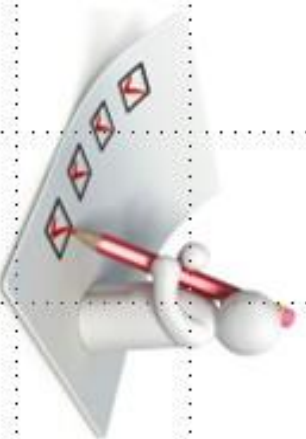
S - Signal



S - Share



A - Assess



Bilingual / ESL Program Lesson Planning Guidance Document for Teachers of EB Students

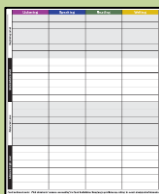
Revised 03/2022
Key Elements for
Targeting Language Development
in Lesson Planning

The purpose of this document is to provide key elements to be employed in lesson planning. These key elements will assist in the development of targeted language instruction that will enable EB students to access content while increasing English language proficiency.

Language Rating Chart

Why: The language rating chart provides an at-a-glance picture of the language level of each student in listening, speaking, reading, and writing. This at-a-glance information helps to inform language instruction.

How: Using TELPAS scores or PLDs, teachers determine and fill in the language levels for each student under each domain on the chart. Teachers then utilize this **data** to be more targeted when planning lessons for language development. This chart should be updated at the MOY and EOY.



Instructional Accommodations

Why: Instructional accommodations should be in place for bilingual students as needed, in order to provide the linguistic support necessary for them to access the content addressed in the lesson.

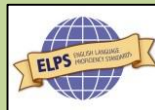
How: At the beginning of the year, teachers should review the EOY instructional accommodations form found in DMAC. The selected accommodations, which were put in place at the end of the previous school year, should be taken into account when planning for language instruction. This document should be reevaluated and modified as needed at the MOY and EOY.



ELPS: SEs and PLDs

Why: The ELPS proficiency level descriptors (PLDs) are the rubrics used for language level determination. The ELPS also include the cross-curricular student expectations (SEs). These two documents are aligned to TELPAS, and should be consulted when planning for effective and targeted language instruction.

How: First, teachers use the PLDs to determine the language level of their students. (Teachers should have this data recorded on the Language Rating Chart.) Using this data, teachers set goals to move students from one proficiency level to the next. Then, teachers select the appropriate SE to construct a language objective that will develop the target area, thus enabling students to progress accordingly



Academic Vocabulary and Background Knowledge

Why: Research has confirmed that there is a strong correlation between background knowledge and student achievement. Since background knowledge manifests itself as vocabulary knowledge, then teaching academic vocabulary becomes a viable means by which to increase academic background knowledge.

How: Teachers select key academic terms to pre-teach. Pictures or other realia accompany these terms to further enhance comprehension. Vocabulary words are then displayed on an **interactive word wall** or anchor chart and reviewed systematically throughout the unit of study.

Language Objective

Why: The language objective provides the means by which to maintain a language focus while delivering content based instruction.

How: The language objective is aligned to the content objective. It is derived from the ELPS student expectations (SEs). The language objective provides the necessary language support for students to access content, while increasing their language proficiency in all four language domains through language-based activities, such as QSSA, among others.



This document is important to our district because success, including language acquisition, is paramount for all students, and success can only come about if it is purposely and effectively planned for.

The expectation is for all bilingual and ESL teachers to understand these key elements and the importance of their effective and unwavering implementation, as they relate to planning for language development, lesson delivery and student success.

Plot students' names according to their individual language proficiency rating in each designated domain.

BOY

LIAG Fillable Class Language Proficiency Ratings

| | Listening | Speaking | Reading | Writing |
|----------------------|-----------|----------|---------|---------|
| Beginning | | | | |
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| Intermediate | | | | |
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| Advanced | | | | |
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| Advanced High | | | | |
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EOY

UAG Fillable Class Language Proficiency Ratir1gs

| | Listening | Speaking | Reading | Writing |
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Current Accommodations

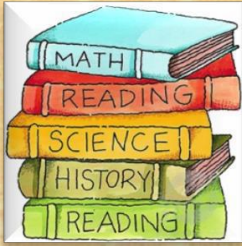
Instructional

- gestures for added emphasis
- simplified language
- visuals to reinforce spoken or written words
- targeted pre-taught vocabulary
- individualized sentence frames for speaking/writing
- individualized paragraph frames
- rephrase or repeat for clarification
- wait time
- extra time for complex material and/or assignments
- participation using non-verbal signals
- word bank of key vocabulary
- modeling of pronunciation
- use of native language text as a side-by-side resource
- organize reading in chunks
- adapted text(s)

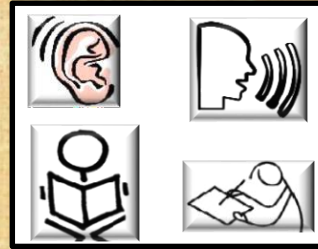
Classroom Testing

- oral/signed administration
- extra time
- content and language supports

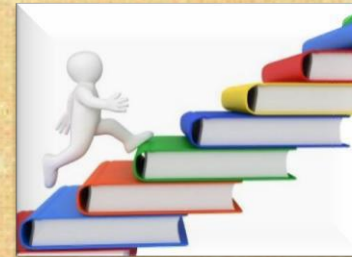
Language Objective



TEKS - STAAR
Verb to Link to
Academic Content



ELPS – TELPAS
SEs and PLDs
Language Focus



Scaffold/
Support




Interaction
with Others


Example

The students will view a video on the water cycle and, using a diagram, **will use transition words to describe the process of the water cycle to a partner using complete sentences.** ELPS 3C, 3D, 3E

OBSERVABLE

I can  see the students talking to one another and filling in their diagram. This makes the objective observable.

MEASURABLE

I can hear the students using transition words to describe the process of the water cycle in complete sentences. This makes the objective measurable. 

**Bilingual / ESL Program
Progress Monitoring Guidance Document**

Revised 03/2022
**Progress Monitoring and
Results-driven Interventions**

The purpose for this document is to provide a systematic approach to timely monitoring of student progress and results-driven interventions that will enhance student performance.

Monitor Comprehension

Why: Monitoring comprehension is valuable in delivering Tier 1 instruction, as it allows the teacher to evaluate and determine how students are progressing as the lesson is being delivered. Monitoring comprehension immediately informs instruction and permits for the adjustment of the lesson to accommodate student needs.

How: As the teacher delivers instruction, she continuously asks questions of students to evaluate their understanding. Asking the right kind of questions can also inform the teacher of any confusion the students might be experiencing or unveil any misconceptions that can be immediately addressed.

Effective Grading Practices

Why: To provide:

- Immediate feedback
- Insight on student needs
- Timely interventions

How: Grades inform instruction, as they are proof of how well a student understood a lesson or learned a concept. Therefore, grading papers **promptly**, allows the teacher to determine the effectiveness of his/her lesson delivery, provide students with corrective feedback, and to evaluate whether there is a need to provide students with timely interventions.

3rd Week Progress Review

Why: To evaluate student progress at the midpoint, and determine if the student needs interventions to prevent end of the six weeks failure.

How: By the end of the 3rd week, teachers will review their gradebook to determine which students are in need of interventions, due to ***lack of academic progress***. Once these students have been identified, the teacher, with the guidance of the strategist, will develop a plan of action to include interventions that will target the needs of EB students. Carried out and monitored consistently, these interventions should solidify concepts before the end of the grading period, thus increasing the possibility of student success.

Progress Monitoring Documentation

Why: Documenting the reason(s) a student is failing, the interventions provided, and how the student responded to those interventions, presents the teacher with a clear picture of the effectiveness of the interventions and informs next steps.

How: At the end of the six weeks, the teacher and strategist will meet to determine the academic status of the student(s) for whom interventions were provided. If the interventions were successful, that success will be documented and monitoring will continue. If the interventions were not successful, further discussions will take place to pinpoint the reason(s). Different interventions will then be implemented and monitored to ensure progress. This process will continue as needed each new six week period.

All documentation will be done on the department's progress monitoring form.

This document is important to our district because, if we are to ensure success for all students, we need to monitor to be aware of where students are and provide timely interventions as needed before they fail.

The expectation is that all bilingual and ESL teachers will understand these strategies and the importance of their effective and unwavering implementation as they relate to timely progress monitoring, results-driven interventions and student achievement.

2021–2022 Emergent Bilingual/English Learner Reclassification Criteria Chart

At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state’s Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.

| Grade(s) | 1 st /2 nd | 3 rd through 8 th | 9 th | 10 th | 11 th /12 th |
|--|---|---|----------------------|-----------------------|---|
| English Language Proficiency Assessment | Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing | | | | |
| State Standardized Reading Assessment | TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above | STAAR Reading (English)* | STAAR English I EOC* | STAAR English II EOC* | TEA Approved Norm-Referenced Standardized Achievement Test (Reading/Language) 40 th percentile or above |
| Subjective Teacher Evaluation | Form: Emergent Bilingual/English Learner Reclassification Rubric | | | | |

**Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.*

Notes:

- Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year.
- EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: [Individualized Reclassification Process for a Student with a Significant Cognitive Disability](#).
- For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student’s disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification.
- The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification.

Additional Information:

- [TEA Approved Norm-Reference Standardized Achievement Test](#) (new site)
- [State Assessments for English Learners](#)
- [Guidance Related to ARD Committee and LPAC Collaboration](#)
- [LPAC Guidance for Deaf or Hard of Hearing English Learners](#) and associated training [video](#)