Weaving the Strands into Skilled Reading

Bilingual / ESL Program Playbook

The **purpose** of this **playbook** is to build language proficiency and reading fluency in EL students through the specific strategies selected below to achieve the purpose in this statement.

Accountable Conversations

Why: For students to become metacognitive and to develop strategies that will help them when they don't know how to respond to a question.

How: By providing students with a list of alternatives to say instead of "I Don't know." The goal is to give students specific sentences and questions to use in different situations so that they can independently seek when needed.

Speak in Complete Sentences

Why: Speaking in complete sentences:
- **D**ramatically 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.
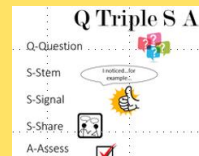
Structured Conversations

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 to track print in a big book or on projected text. This allows the EL 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

Readinghttps://www.youtube.com/watch?v=rQFlnAukEFs

https://www.youtube.com/watch?v=4gRXca5G-Ow

Why: To enhance oral pronunciation, builds 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 a sentence or paragraph (all together), 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.

This playbook is important to our district because building language proficiency and reading fluency are high needs areas for our ELs and fundamental to their academic success.

The expectation is that all bilingual 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?

Use sentence stems to help students speak in complete sentences.

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
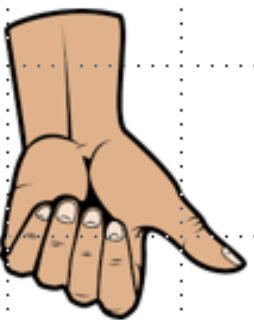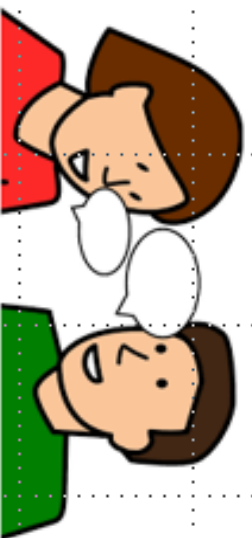
Q – Question open-ended

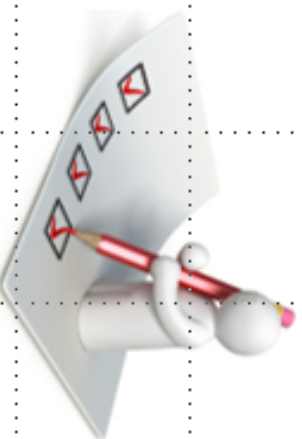**S – Stem**

I think _____ because _____ .

S – Signal

S – Share

A - Assess

Bilingual / ESL Key Elements for Targeting Language Instruction in Lesson Planning
Guidance Sheet for all EL Students

The purpose of this guide 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 ELs 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, thus informing instruction.

How: Using the TELPAS scores, teachers fill in the language levels of each student in each domain on the chart, and utilize the information to be more targeted in language development when planning a lesson.

Linguistic Accommodations

Why: Linguistic accommodations should be in place for each bilingual student as needed, in order to provide them with the linguistic support necessary to access the content of the lesson.

How: At the beginning of the year, teachers should determine the linguistic levels of their students and, utilizing the linguistic accommodations form, select the appropriate linguistic accommodations necessary to assist students in understanding the content. These accommodations should be reevaluated and modified as needed at the middle and end of the year.

ELPS: SEs and PLDs

Why: The ELPS provide the rubric for language assessment through the PLDs. The ELPS also provide the cross-curricular student expectations, which align to the PLDs, and are used for language development.

How: Utilizing the ELPS PLDs, and the ELPS student expectations in **lesson planning**, teachers are able to properly address student needs. Using TELPAS scores, teachers will identify where students fall within the ELPS PLD rubric and set language goals that will move students to the next language level.
Then, through the ELPS SEs, teachers select the language objectives that align with the PLDs and provide the language instruction that will allow for that language progression to take place.

Language Objective

Why: The language objective provides the means by which to maintain a language focus while delivering content based instruction that is communicated at the student's level of proficiency..

How: The language objective is aligned to the content objective and targets language development in listening, speaking reading and writing, as specified in the ELPS student expectations. The language objective includes the necessary language support (accommodations) for ELs to access content, while increasing their language proficiency in all language domains through the use of language-based activities. This includes interaction with others for language practice that will also help them co-construct knowledge as they communicate with one another.

Academic Vocabulary

Why: Academic vocabulary is addressed to ensure that students have the academic background knowledge they need to understand the content of a lesson, while developing academic language proficiency.

How: Teachers select key academic terms to pre-teach. Pictures or other realia accompany these terms to further enhance comprehension, and are then displayed on an **interactive word wall** and reviewed in a timely manner.

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

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

Bilingual / ESL Program Student Monitoring Guidance Sheet for all EL Students

The purpose for this guide 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 the instruction and also to provide for interventions, whether in small or whole group**, in a timely manner**.

Progress Reports

Why: The goal of the progress report is to indicate early on, how students are performing in order to intervene before they fail.

How: Teachers will use the progress report grades to monitor which students are failing, and with the help of the strategist, come up with a plan of action that will enable the teacher to better meet the needs of these students, and intervene *before* the end of the grading period, giving the students an opportunity to solidify the concepts and obtain a passing grade.

Progress Monitoring Documentation

Why: Having documentation as to why a student is failing, keeping a record of the interventions provided, and documenting how students responded to those interventions will enable the teacher to have a clear picture of the effectiveness of the interventions.

How: At the third week of each grading period, teachers will document on a form provided by the district, which students are failing the 6 week period. With the help of the strategist, the teacher will determine the cause of the failing grades and document interventions that need to be in place for the remainder of the grading period to assist the student in being successful. At the end of the six weeks, the teacher and strategist will meet again to determine the status of the student. If the interventions were successful, that success will be documented and progress monitoring will continue. If the interventions were not successful, further discussion will take place to determine the reason and different interventions will be implemented. Monitoring will continue and adjustments made as necessary to ensure student academic growth.

This document is important to our district because, if we are to ensure success for all students, monitoring must be ongoing to keep us informed as to where students are and provide timely interventions as necessary _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.
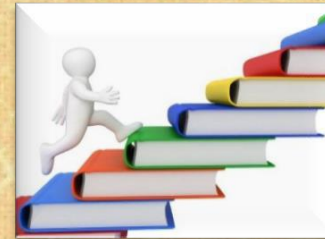
Language Objective
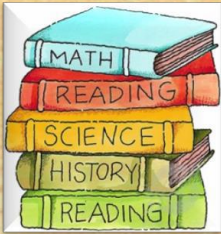
TEKS – STAAR
Verb to Link to
Academic Content

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.