The English Language Proficiency Standards

Overview and Strategies
ELPS Self-Assessment
Sec. 29.051. STATE POLICY. English is the basic language of this state. Public schools are responsible for providing a full opportunity for all students to become competent in speaking, reading, writing, and comprehending the English language.
Statutory Requirement

19 Texas Administrative Code §74.4
Chapter 74. Curriculum Requirements
Subchapter A. Required Curriculum
§74.4 English Language Proficiency Standards
  Adopted December, 2007
The English language proficiency standards outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students' linguistic needs.

74.4. English Language Proficiency Standards
4.4. English Language Proficiency Standards.

Introduction.

(1) The English language proficiency standards in this section outline English language proficiency level descriptors and student expectations for English language learners (ELLs). School districts shall implement this section as an integral part of each subject in the required curriculum. The English language proficiency standards are to be published along with the Texas Essential Knowledge and Skills (TEKS) for each subject in the required curriculum.

(2) In order for ELLs to be successful, they must acquire both social and academic language proficiency in English. Social language proficiency in English consists of the English needed for daily social interactions. Academic language proficiency consists of the English needed to think critically, understand and learn new concepts, process complex academic material, and interact and communicate in English academic settings.

(3) Classroom instruction that effectively integrates second language acquisition with quality content area instruction ensures that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills in the TEKS, and reach their full academic potential.

(4) Effective instruction in second language acquisition involves giving ELLs opportunities to listen, speak, read, and write at their current levels of English development while gradually increasing the linguistic complexity of the English they read and hear, and are expected to speak and write.

(5) The cross-curricular second language acquisition skills in subsection (c) of this section apply to ELLs in Kindergarten-Grade 12.

(6) The English language proficiency levels of beginning, intermediate, advanced, and advanced high are not grade-specific. ELLs may exhibit different proficiency levels within the language domains of listening, speaking, reading, and writing. The proficiency level descriptors outlined in subsection (d) of this section show the progression of second language acquisition from one proficiency level to the next and serve as a road map to help content area teachers instruct ELLs commensurate with students’ linguistic needs.

School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) identify the student’s English language proficiency levels in the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;

(2) provide instruction in the knowledge and skills of the foundation and enrichment curriculum in a manner that is linguistically accommodated...
TEA presentation at NABE 2009, “Curriculum and Assessment Update for English Language Learners”
Parts of the ELPS

Introduction (part a):

District Responsibilities (part b):

Student Expectations (part c):

Proficiency Level Descriptors (part d):
Key Points of Introduction

• All content area and enrichment subject teachers
• Build student social and academic language
• Linguistic accommodations part of lesson plans if at least one English Language Learner is in the class.
Change of Responsibility

- Recommendations were made
- ELPS were designed
- Part of all content and enrichment subjects, side by side.

Volunteers!
2 Kinds of Language

Social

Academic
Basic Interpersonal Communication Skills (BICS)
Cognitive Academic Language Proficiency (CALP)

Classroom Language
<table>
<thead>
<tr>
<th>Social Language</th>
<th>Academic Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simpler language, shorter sentences, simpler vocabulary and grammar.</td>
<td>Technical vocabulary, written material has longer sentences and more complex grammar.</td>
</tr>
<tr>
<td>Usually <strong>face-to face, small</strong> number of people.</td>
<td>Often <strong>lecture-style</strong> communication or <strong>reading</strong> a textbook; little situational context.</td>
</tr>
<tr>
<td>Precise understanding seldom required.</td>
<td>Precise understanding and description/explanation is required.</td>
</tr>
<tr>
<td>Usually <strong>simple familiar</strong> topics: movies, friends, daily life.</td>
<td>New and more <strong>difficult</strong> to understand topics, knowledge is often <strong>abstract</strong>, cognitively complex; student often has less background knowledge to build on.</td>
</tr>
<tr>
<td>Get many clues from expressions, gestures, <strong>social context</strong>.</td>
<td>Fewer clues, most clues are language clues such as further explanation.</td>
</tr>
<tr>
<td>Many opportunities to clarify: Ask questions, look puzzled, etc.</td>
<td>More difficult to clarify.</td>
</tr>
</tbody>
</table>
What Teachers Need to Know About Second Language Learning

BICS

CALP

Texas Education Agency: Region 1 ESL Project Tesoro
## BICS vs. CALP

### Which language do we use more often?

<table>
<thead>
<tr>
<th>BICS</th>
<th>Science</th>
<th>Math</th>
<th>Soc. Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guess</td>
<td>Hypothesis</td>
<td>Estimate</td>
<td>Speculation</td>
</tr>
<tr>
<td>Rules</td>
<td></td>
<td></td>
<td>Laws</td>
</tr>
<tr>
<td>Same</td>
<td></td>
<td>Subtract</td>
<td></td>
</tr>
<tr>
<td>Plan</td>
<td>Method</td>
<td></td>
<td>Identical</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Justice</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numerous</td>
<td></td>
</tr>
</tbody>
</table>
# BICS vs. CALP

Which language do we use more often?

<table>
<thead>
<tr>
<th>BICS</th>
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<th>Soc. Studies</th>
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<td>Estimate</td>
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</tr>
<tr>
<td>Rules</td>
<td>Procedures</td>
<td>Theorems</td>
<td>Laws</td>
</tr>
<tr>
<td>Take away</td>
<td>Extract</td>
<td>Subtract</td>
<td>Remove/Genocide</td>
</tr>
<tr>
<td>Same</td>
<td>Balanced</td>
<td>Equal</td>
<td>Identical</td>
</tr>
<tr>
<td>Way</td>
<td>Method</td>
<td>Process</td>
<td>Approach</td>
</tr>
<tr>
<td>Plan</td>
<td>Scientific method</td>
<td>Order of operations</td>
<td>Timeline</td>
</tr>
<tr>
<td>Fairness</td>
<td>controls</td>
<td>Proof</td>
<td>Justice</td>
</tr>
<tr>
<td>A lot</td>
<td>Density</td>
<td>Numerous</td>
<td>majority</td>
</tr>
</tbody>
</table>
Parts of the ELPS

Introduction (part a):

Student Expectations (part c):

Proficiency Level Descriptors (part d):

District Responsibilities (part b):
ELPS, Part (b)
School District Responsibilities

(b) School district responsibilities. In fulfilling the requirements of this section, school districts shall:

(1) **identify the student's English language proficiency levels in** the domains of listening, speaking, reading, and writing in accordance with the proficiency level descriptors for the beginning, intermediate, advanced, and advanced high levels delineated in subsection (d) of this section;
District Responsibilities

- Identify students’ proficiency levels
- Ensure that instruction is linguistically accommodated
- Instruction is provided through the content areas
TELPAS

- Texas English Language Proficiency Assessment System
- All students designated LEP are tested in the Spring of each school year
- Listening, Speaking, Reading and Writing
- Results are used for planning instruction!!!
What is Linguistically Accommodated Instruction

???
Communicated

• Comprehensible input is used to convey the meaning of key concepts to students. (Krashen, 1983)

• Examples:
  - Visuals, TPR, other techniques to communicate key concepts
  - Clear explanation of academic tasks
  - Speech appropriate for language level
  - Use of native language resources

  (Echevarria, Vogt, Short, 2008)

Sequenced

• Instruction is differentiated to align with the progression of students’ language development level. (Hill and Flynn, 2006)

  • Examples:
    - Differentiating language and content instruction
    - Targeted use of supplementary materials and resources
    - Pre-teaching social and academic vocabulary necessary for interaction and classroom tasks (Hill and Flynn, 2006)

Scaffolded

- ELLs receive structured support that leads to independent acquisition of language and content knowledge. (Echevarria, Vogt, Short, 2008)

- Examples:
  - Oral scaffolding: recasting, paraphrasing, wait time, etc.
  - Procedural scaffolding: moving from whole class, to group, to individual tasks.
  - Instructional scaffolding: providing students concrete structures such as sentence and paragraph frames, patterns, and models. (Echevarria, Vogt, and Short, 2008)

Parts of the ELPS

Introduction (part a):

District Responsibilities (part b):

Student Expectations (part c):

Proficiency Level Descriptors (part d):
Sheltered Instruction

Sheltered Instruction is an *approach* to instruction and classroom management that teachers can use to help English language learners *acquire and learn* English and content area knowledge and skills.

Adapted from: Building Connections in the Content Areas through Sheltered Instruction Texas Education Agency: ESC Region 1 Project Tesoro 2008
Characteristics of Sheltered Instruction

- Comprehensible input
- Affective environment
- High levels of student interaction, including small-group and cooperative learning
- Student-centered
- More hands-on tasks
- Careful, comprehensive planning, including selecting key concepts from core curriculum

(Echevarria & Graves, 1998)

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Characteristics of Sheltered Instruction

- Well-planned lessons
- Use of student background knowledge and experience
- Variety of delivery modes
- Grade-level content
- Checks for understanding
- Use of higher-order thinking skills
- Explicitly-stated lesson objectives

(Echevarria & Graves, 1998)

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
The E.L.P.S. Strands

Learning Strategies

ELPS

Writing

Reading

Listening

Speaking
Summaries of ELPS

• Highlight your handout
• Label
• Each group looks at one of the sections of the Student Expections and share
• How are the expectations beneficial to ELLs? Non-ELLs?
Cross Curricular Second Language Acquisition Essential Knowledge and Skills

Learning Strategies
Learning Strategies: Activate Prior Knowledge

- KWL
- Brainstorming
- Using Graphic Organizers
- Concept Mapping
- Pre-reading activities
- Experiences
Speak Using Learning Strategies

- Requesting assistance
- Using non-verbal cues
- Using synonyms
- Circumlocution
Learning Strategies

- Explicitly taught
- All content and enrichment areas
- Success across the curriculum

Learning Strategies are the “How To’s”
Cross-curricular Language Domains

(2) Cross-curricular second language acquisition/listening. (9 SEs)

(3) Cross-curricular second language acquisition/speaking. (10 SEs)

(4) Cross-curricular second language acquisition/reading. (11 SEs)

(5) Cross-curricular second language acquisition/writing. (7 SEs)
Relationship of Four Language Processes

LISTENING . SPEAKING. READING. WRITING.
Parts of the ELPS

Introduction (part a):

District Responsibilities (part b):

Student Expectations (part c):

Proficiency Level Descriptors (part d):
ELPS-TELPAS Proficiency Level Descriptors

BEGINNING
INTERMEDIATE
ADVANCED
ADVANCED HIGH
Language Proficiency Levels

Listening
B I A AH

Speaking
B I A AH

Reading
B I A AH

Writing
B I A AH
Handout A: ELPS Proficiency Level Descriptors

- What ELLs are able to do based on Language Proficiency Levels
- Can be used as an at-a-glance guide
- Students may be at different levels in different domains
- Use as a guide to differentiate instruction
Planning for Sheltered Instruction using ELPS

Strategies

Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Texas Education Agency: Project Tesoro
The Frayer Model requires students to define words that will help them to better understand content concepts. For students with lower levels of proficiency, pictures may be used to support understanding.
Frayer Model

**Definition**
In my dictionary:
an introductory statement

In my own words:
stuff at the beginning

**Example**
The Preamble to the Constitution is the beginning.

**Word:**
preamble

**Non-Example**
The preamble is not at the end of a document.

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Why is this a good strategy for ELLs?
Concept Attainment

The “search for and listing of words that can be used to distinguish exemplars from non-exemplars of various concepts.” An excellent strategy for helping students problem-solve and learn vocabulary and content area concepts based on their critical attributes.

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Texas Education Agency: Project Tesoro
Concept Attainment

**EXAMPLES**

- \( y = 5 \)
- \[
\begin{array}{c|c}
0 & 5 \\
1 & 3 \\
2 & 6 \\
\end{array}
\]
- \( \{(4,6), (10,3), (11,2)\} \)
- Social Security Number

**NON-EXAMPLES**

- \( x = 10 \)
- \[
\begin{array}{c|c}
0 & 5 \\
0 & 3 \\
1 & 6 \\
\end{array}
\]
- \( \{(4,6), (4,-6), (6,-6)\} \)
- Area Code

- \( x \) does not repeat
- \( x \) repeats

**What am I?**

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Why is this a good strategy for ELLs?
Feature Analysis

This is a procedure that helps students make fine discriminations between concepts and/or facts. Students are also able to get a bird’s eye view of the facts and ideas learned in a global, and for English language learners, more accessible manner.

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Texas Education Agency: Project Tespro
## Feature Analysis

<table>
<thead>
<tr>
<th></th>
<th>Vertebrates</th>
<th>Invertebrates</th>
<th>Warm-Blooded</th>
<th>Cold-Blooded</th>
<th>Water</th>
<th>Land</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mammals</td>
<td>+</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>+/−</td>
<td>+/−</td>
</tr>
<tr>
<td>Mollusks</td>
<td>−</td>
<td>+</td>
<td>+</td>
<td>−</td>
<td>+/−</td>
<td>+/−</td>
</tr>
<tr>
<td>Birds</td>
<td>−</td>
<td>+</td>
<td>−</td>
<td>+</td>
<td>−</td>
<td>+/−</td>
</tr>
<tr>
<td>Amphibians</td>
<td>−</td>
<td>+</td>
<td>−</td>
<td>+</td>
<td>−</td>
<td>+/−</td>
</tr>
<tr>
<td>Coelenterates</td>
<td>−</td>
<td>+</td>
<td>−</td>
<td>+</td>
<td>−</td>
<td>+/−</td>
</tr>
<tr>
<td>Reptiles</td>
<td>−</td>
<td>−</td>
<td>−</td>
<td>+</td>
<td>+/−</td>
<td>+/−</td>
</tr>
</tbody>
</table>

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Why is this a good strategy for ELLs?
Anticipation Guide

This strategy enables students to make predictions and use their background knowledge related to the topics introduced in the class. It is advantageous to ensure that selected items for an anticipation guide make content concepts explicit.

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Anticipation Guide

This photograph was taken after a tornado.  

This city is located along a coast.  

There was no loss of life because of this storm.  

The storm that hit this city was named Andrew.  

People were able to evacuate before the storm.
Why is this a good strategy for ELLs?
Two Column Notes/T-Charts

This strategy helps students organize information from reading assignments, lectures, and videos.

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
### Problem / Solution

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the problem?</td>
<td>MP3 May Threaten Hearing</td>
</tr>
<tr>
<td></td>
<td>Less Continuous listening to an MP3 player</td>
</tr>
<tr>
<td>What are the effects?</td>
<td>Damage to the delicate hair cells in the inner ear that transmit sounds</td>
</tr>
<tr>
<td></td>
<td>impulses to the brain</td>
</tr>
<tr>
<td>What are the causes?</td>
<td>High Volume, Long duration of</td>
</tr>
<tr>
<td></td>
<td>listening to music</td>
</tr>
</tbody>
</table>
| What are the solutions?        | "Put a lid on it."
|                                | - Kids Ear Saver - Reduce the sound output of |
|                                | listening devices (by 15 decibels)                                      |
|                                | - Inform younger generation                                             |
Why is this a good strategy for ELLs?
Window Paning

This is a great strategy for organizing steps to a process, helping students to remember important concepts, or just remembering vocabulary words.
Window Paning

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Why is this a good strategy for ELLs?
Find Someone Who

This strategy can be a great way to lower the affective filter when academic elements are combined with everyday student trivia in a questionnaire format.
Middle School CATE People Hunt

1. Find a person who can fill in the equation below:

   1 tablespoon = _____ teaspoon(s)

   Name: ____________________________

2. Find a person who can name at least 8 parts of a computer:

   Answer: ____________________________

   Name: ____________________________

3. Find a person who can write three foods that you can feed to a 10 month old baby.

   Answer: ____________________________

   Name: ____________________________

4. Find someone who can explain what CAD is.

   Answer: ____________________________

   Name: ____________________________

Find someone who can explain why ovens must be preheated before baking a cake.

   Answer: ____________________________

   Name: ____________________________

Find a person who can label the parts to the video camera below:

   1. ____________________________

   2. ____________________________

   Name: ____________________________
Why is this a good strategy for ELLs?
Foldables

These structures can be used to organize parts to whole by providing topics, definitions, examples, situations, and/or pictures for easy access to content knowledge and skills. The tactile nature of foldables provides novelty and fun for all students.

Adapted from: Building Connections in the Content Areas through Sheltered Instruction Texas Education Agency: Project Tesoro
Foldables

Mitosis - Cell Division

Prophase
Metaphase
Anaphase
Telophase

Cytokinesis

1. 2 new cells are formed

TAIGA
TUNDRA
DESERT
GRASSLAND
TROPICAL RAIN FOREST
VAEGUOUS FOREST
Why is this a good strategy for ELLs?
Characterization Chart

This is an organizer that helps students analyze the complete nature of a character.
## Characterization Chart

**Important Documents in U.S. History**

<table>
<thead>
<tr>
<th>Name Of Document</th>
<th>Date Written</th>
<th>Who Wrote it? Where was it written?</th>
<th>Why was it written? (Purpose of document)</th>
<th>Important or New Ideas found in document</th>
<th>Influence or Impact of document</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Mayflower Compact</strong></td>
<td></td>
<td><strong>Men on the Mayflower Ship</strong></td>
<td><strong>To set up a form of government for the Plymouth colony</strong></td>
<td>Self-government in the colonies—No King to rule them</td>
<td>Idea of self rule in British colonies</td>
</tr>
<tr>
<td><strong>Declaration of Independence</strong></td>
<td></td>
<td><strong>To tell the world that the colonies were separating from England</strong></td>
<td></td>
<td>How governments can be dissolved, Unalienable Rights, Grievances against the King</td>
<td>Beginning of American Revolution</td>
</tr>
<tr>
<td><strong>Bill of Rights</strong></td>
<td></td>
<td><strong>America’s first form of constitution</strong></td>
<td></td>
<td>The Consent of the Governed—We The People rule—Living Document</td>
<td>Other countries Constitution is used throughout the world as a model—Oldest in use</td>
</tr>
<tr>
<td><strong>Civil War</strong></td>
<td></td>
<td></td>
<td></td>
<td>People become aware of civil rights and individual liberties</td>
<td></td>
</tr>
<tr>
<td><strong>Founding Fathers (Madison)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Abolition</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship</strong></td>
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<tr>
<td><strong>Voting for Black Male</strong></td>
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<tr>
<td><strong>Civil Rights Act</strong></td>
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<tr>
<td><strong>Women’s Suffrage</strong></td>
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<tr>
<td><strong>Civil Rights Movement</strong></td>
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</tr>
<tr>
<td><strong>Reconstruction</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Weak Central Government—States have the power</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Adapted from: Building Connections in the Content Areas through Sheltered Instruction
Texas Education Agency: Project Tesoro
Why is this a good strategy for ELLs?
Stretch to Sketch

This strategy validates the student’s interpretation of any text. The student creates a symbol from the text and generates an explanation of the symbol that they create.
Stretch to Sketch

I imagined beggar Merlin to be really ugly so people wouldn’t recognize him. I chose to draw this scene because it stood out the most.

I picked the scene of find the beggar who was Merlin. As I read I imagined him to be dark, creepy, and mysterious.
Why is this a good strategy for ELLs?
Words Across Contexts

This strategy emphasizes words in certain contexts. It also encourages content areas to acknowledge what academic vocabulary is universal to the content area or particular to the content area.

Adapted from: Building Connections in the Content Areas through Sheltered Instruction

Texas Education Agency: Project Tesoro
Words Across Contexts

What would the word axis mean to--

<table>
<thead>
<tr>
<th>a mathematician?</th>
<th><img src="image" alt="Graph" /></th>
</tr>
</thead>
<tbody>
<tr>
<td>an astronomer?</td>
<td><img src="image" alt="Astronomical Diagram" /></td>
</tr>
<tr>
<td>a gardener?</td>
<td><img src="image" alt="Gardening Diagram" /></td>
</tr>
<tr>
<td>a historian?</td>
<td><img src="image" alt="Historical Flags" /></td>
</tr>
<tr>
<td>A chiropractor?</td>
<td><img src="image" alt="Chiropractic Diagram" /></td>
</tr>
</tbody>
</table>

Adapted from: Building Connections in the Content Areas through Sheltered Instruction.
### Words Across Contexts

**What would the word *scale* mean to--**

<table>
<thead>
<tr>
<th>Role</th>
<th>Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>a fisherman?</td>
<td><img src="image1.png" alt="Image of a fish" /></td>
</tr>
<tr>
<td>a person who plays the piano?</td>
<td><img src="image2.png" alt="Image of a piano" /></td>
</tr>
<tr>
<td>a mountain climber?</td>
<td><img src="image3.png" alt="Image of a mountain climber" /></td>
</tr>
<tr>
<td>a physical fitness trainer at a gym?</td>
<td><img src="image4.png" alt="Image of a fitness trainer" /></td>
</tr>
<tr>
<td>a cartographer?</td>
<td><img src="image5.png" alt="Image of a cartographer" /></td>
</tr>
</tbody>
</table>

*Adapted from: Building Connections in the Content Areas through Sheltered Instruction*
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<thead>
<tr>
<th>Parts of the ELPS</th>
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<td><strong>Introduction (part a):</strong></td>
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| **District Responsibilities (part b):** |

| **Student Expectations (part c):** |

| **Proficiency Level Descriptors (part d):** |