

EL Tip of the Week

English Language Proficiency Standards (ELPS) Alignment

How to use ELPS in your classroom

| ELPS | STEMS | ACTIVITIES |
|--|--|---|
| 1(E) internalize new, basic and academic language by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment | <p>Concept Attainment with New Words</p> <ul style="list-style-type: none"> • I think ___ is/is not a... • All ___ are/ are not... • All ___ have/do not have... • ___ is/is not an example of ___ because • One characteristic/attribute of ___ is... <p>Language Attainment with New Words</p> <ul style="list-style-type: none"> • ___ means/does not mean... • I can use the word ___ when ___... • I would not use the word ___ when... | <ul style="list-style-type: none"> • Concept Attainment • Concept Definition Map • Creating Analogies • Group Response with a White Board • Instructional Conversation • Question, Signal, Stem, Share, Assess • Socratic Discussion • Think, Pair, Share • Whip Around <p style="text-align: right;"><small>©Seidlitz Education</small></p> |

Concept Attainment: Teacher provides examples and non-examples of concepts to students. Then teachers can ask students to categorize the examples.

Creating Analogies: Generate comparisons using: ___ is to ___ as ___ is to ___

Whip Around: Teacher asks students to write a bulleted list in response to an open-ended question. Students write their responses to the question and then stand up. Teacher calls on students, one at a time, to respond to the question. If students have the same answer as the student who is responding, they cross it off their lists. Teacher continues to call on students for responses. When all answers have been deleted, students sit down.