



# Linguistically Accommodated Instruction for English Language Learners (ELL)

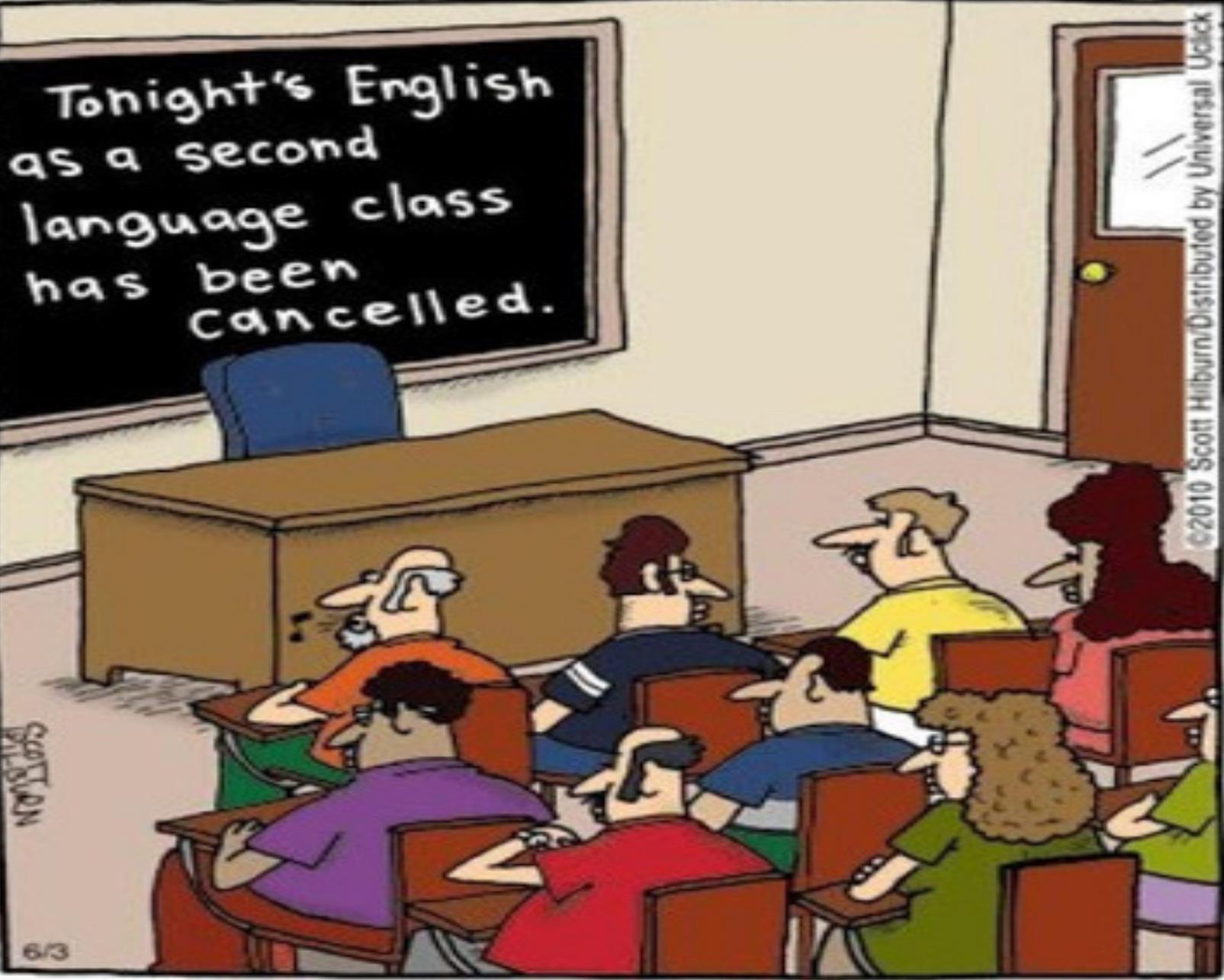
Dr. Helena Castañón-Vargas

April 12, 2017

[www.drhelenacastanon.weebly.com](http://www.drhelenacastanon.weebly.com)



@CastanonHelena



SCOTT  
HILBURN

63

©2010 Scott Hilburn/Distributed by Universal Uclick

# Who are our ELL students?

English Language Learners (ELL) are students whose native language (L1) is other than English.

In [Texas](#)

- How many languages are spoken?
- What languages are spoken?

In [U.S.](#)

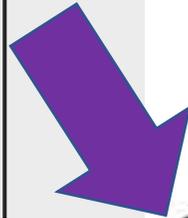


## Learning Objectives

- Content- I will be able to compare and contrast linguistic accommodations based on oral language proficiency levels.
- Language- I will be able to discuss the different oral language levels with my peers.



**What is a  
linguistic  
accommodation?**



# What is a linguistic accommodation?

*A linguistic accommodation is a language support that decreases the language barrier ELL experience when learning and demonstrating knowledge and skills in English.*



# **Why use linguistic accommodations?**

The Texas English Language Proficiency Standards (ELPS) require all teachers to linguistically accommodate instruction of ELLs in their classes based on students English language proficiency levels.



# Linguistic Accommodations



Download from Dreamstime.com  
15847650  
Makr1921 | Dreamstime.com



Download from Dreamstime.com  
15847653  
Makr1921 | Dreamstime.com



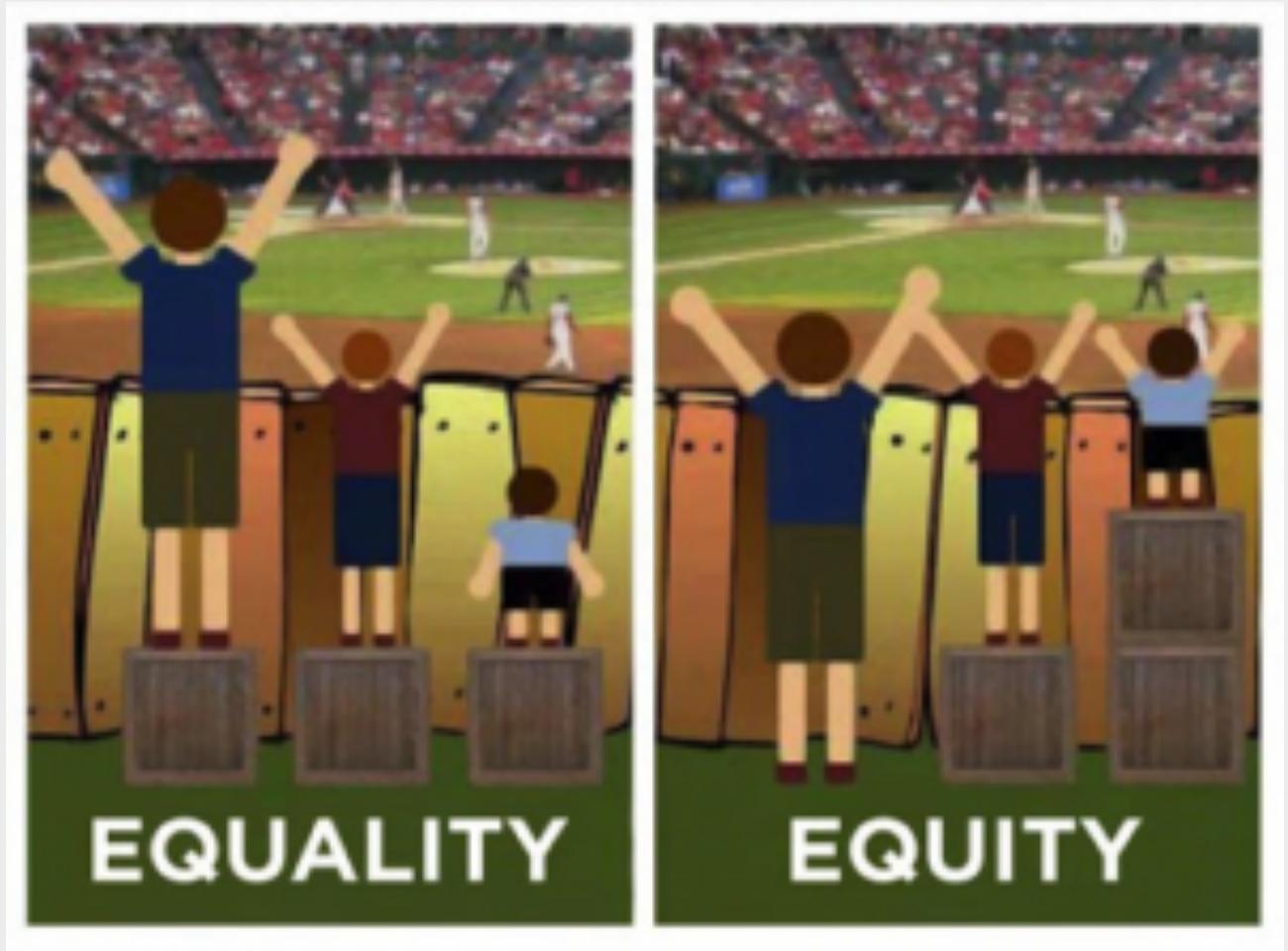
www.clipartof.com · 1257746



www.clipartof.com · 1257745



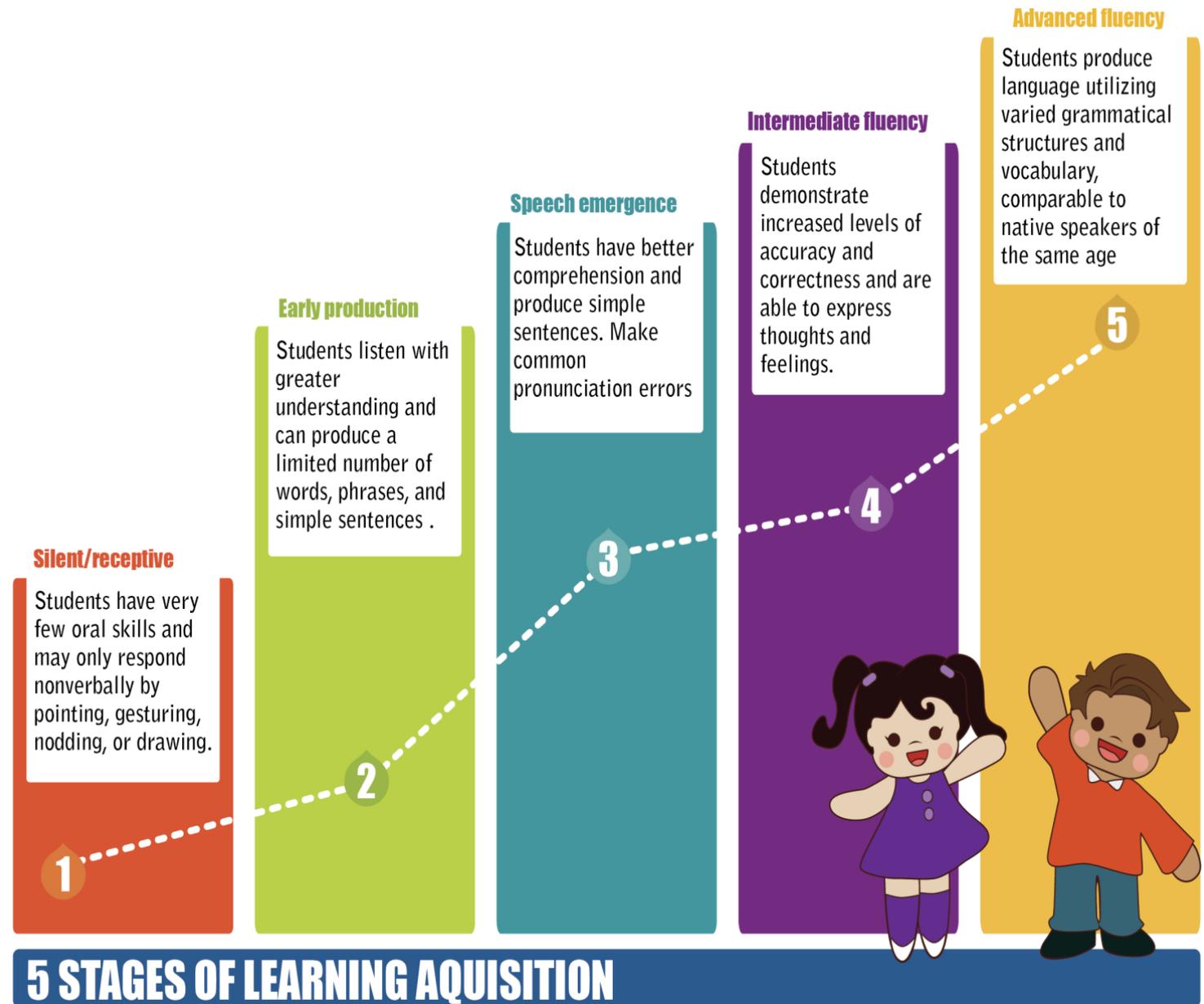
# Linguistic Accommodations



# Scenarios

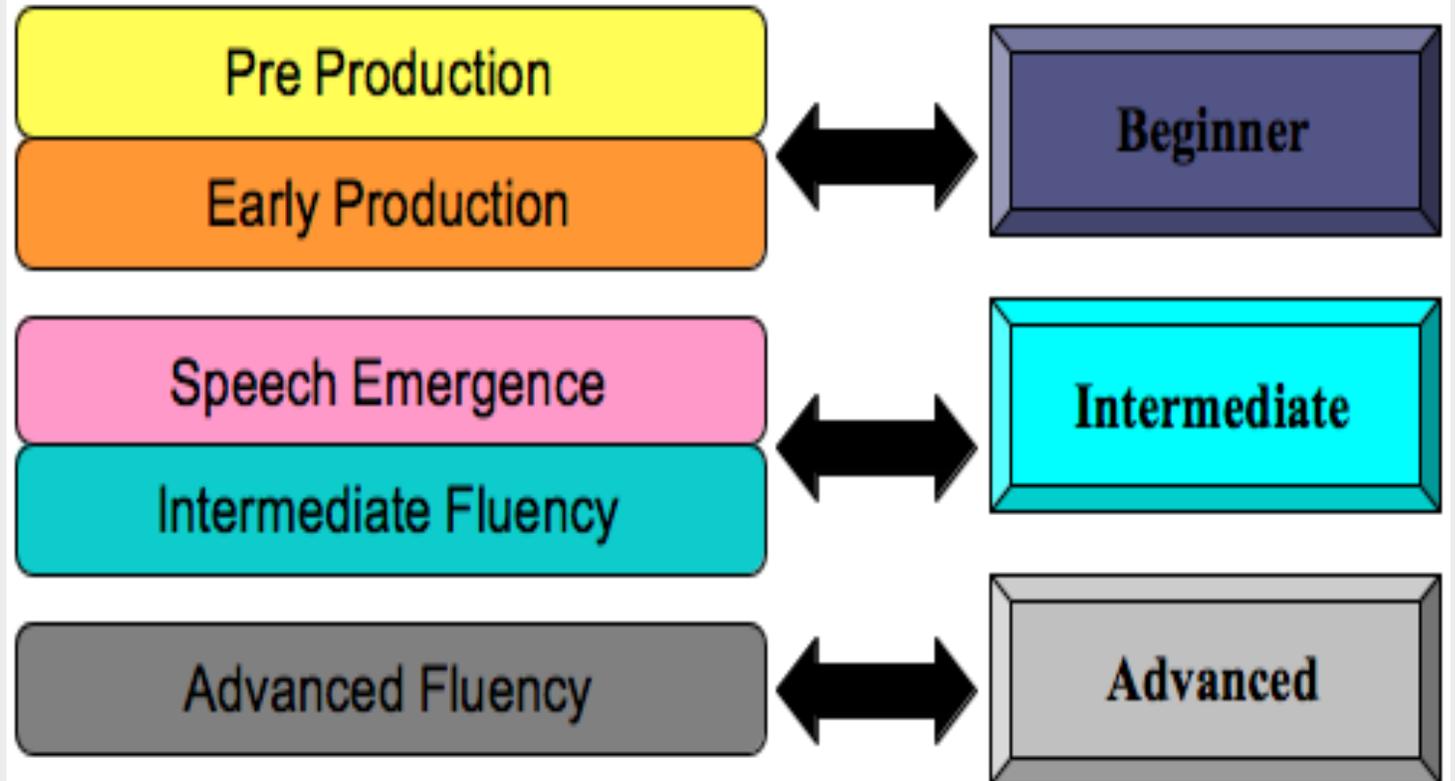


# Stages of Language Acquisition



# Stages of Language Acquisition and Texas Proficiency Level Descriptors (PLDs)

## Stages of Language Acquisition and Texas Proficiency Level Descriptors (PLDs)



**Advanced High – minimal support, almost native-like**



1. Open your envelope and find the notecard with a #1
2. Turn to the person(s) closest to you and take turns reading the statement to each other.
3. Together determine the level of proficiency for each statement.
4. On each notecard write:
  - B** for Beginner
  - I** for Intermediate
  - A** for Advanced
  - AH** for Advanced High.

**5 minute  
activity**



“It is a cold, winter day and it is snowing more heavily than usual.”

“The day is very cold and heavy snow is falling.”

“Cold day.”

“The unusually heavy snow on the day the story takes place causes a number of problems for the characters.”



# *Oral* Language Levels Descriptors

**Beginner**- single words, mostly memorized short phrases, limited vocabulary, several grammatical errors

**Intermediate**- uses simple sentences with possible hesitation, emerging awareness of grammar rules

**Advanced**-can express comfortably on familiar topics, knows basic grammar rules

**Advanced High**- can use complex sentence structures to narrate and describe, approaching native-like proficiency



“It is a cold, winter day and it is snowing more heavily than usual.” **A**

“The day is very cold and heavy snow is falling.” **I**

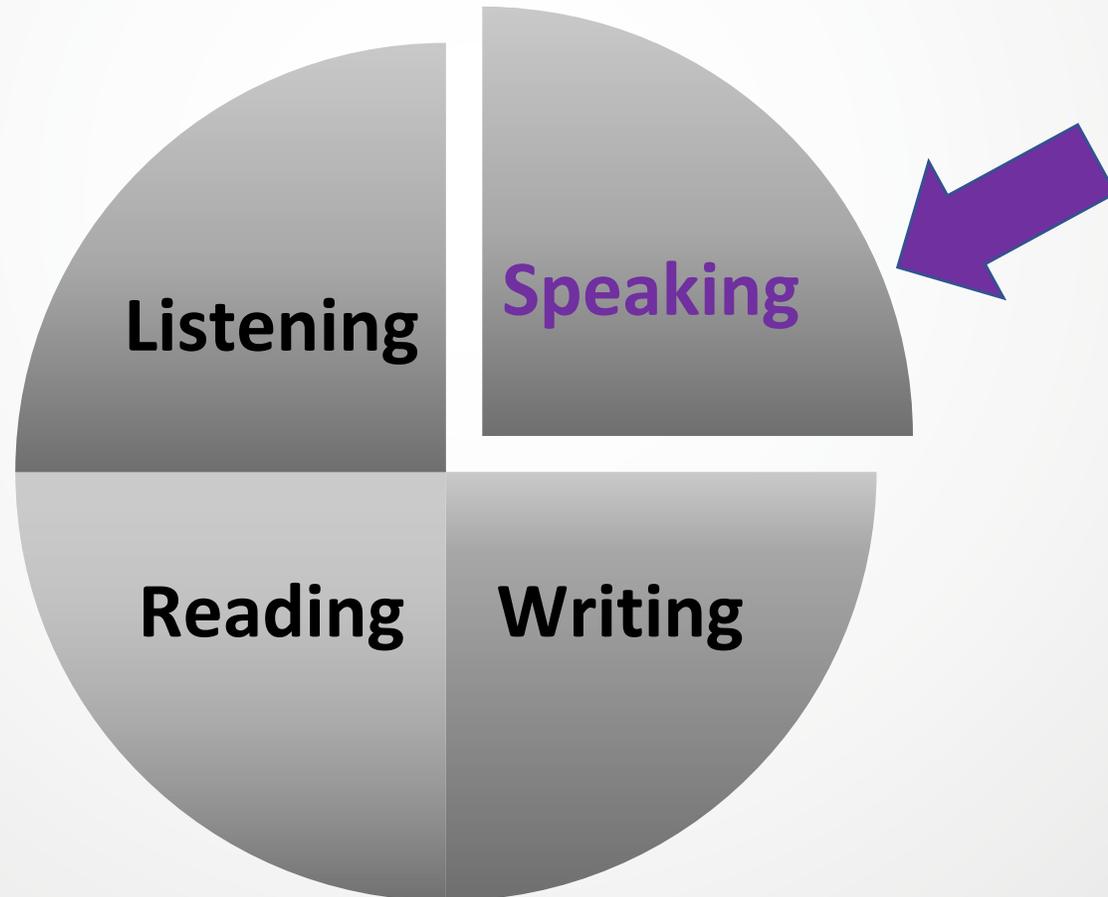
“Cold day.” **B**

“The unusually heavy snow on the day the story takes place causes a number of problems for the characters.” **AH**

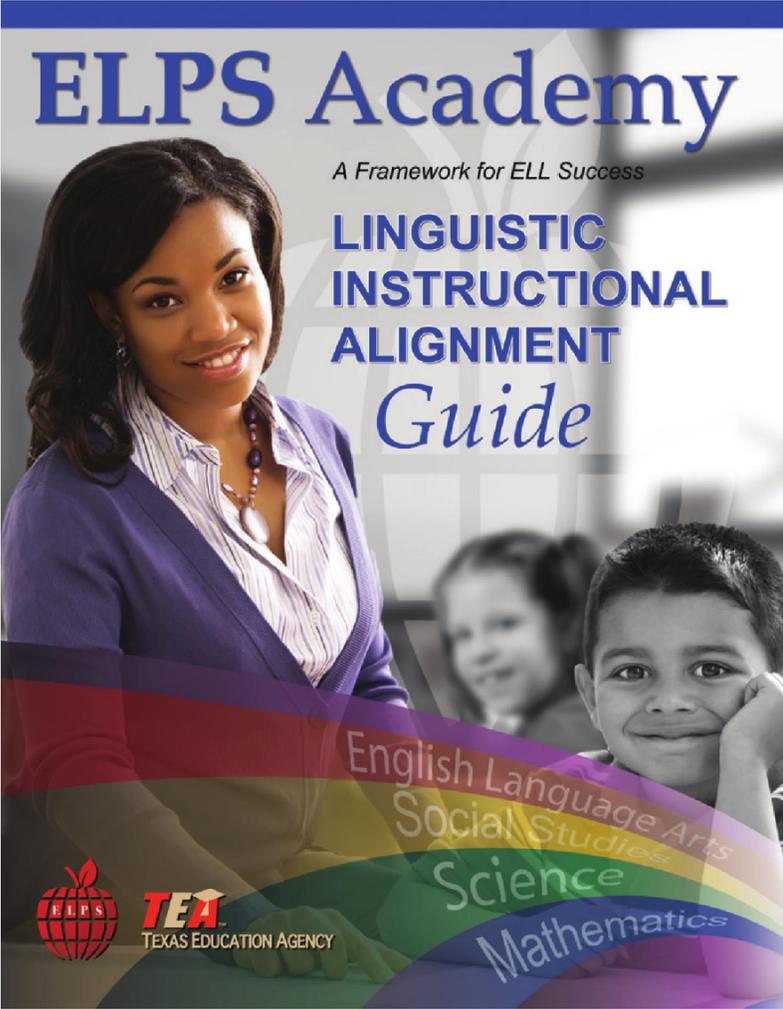


Knowing the different language proficiency levels of our students in each **language domain** will let us plan intentional tasks to address specific needs and move them forward.

## Language Domains



**Linguistic  
Instructional  
Alignment Guide  
(LIAG)**

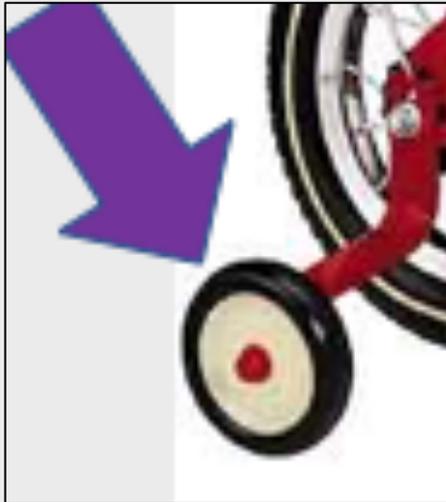


Linguistically  
Accommodated  
Instruction  
includes

1. Supplemental materials
2. Instructional delivery
- 3. Tasks based on the student's current level of language proficiency**



# Size of the training wheels



Beginner- **XL**

Intermediate- **L**

Advanced- **M**

Advanced **High-S**



# Scaffolding: Differentiated Sentence Stems

## Beginner- **Extra Large training wheel**



How does your best friend get to school?

My best friend \_\_\_\_\_ to school.

Verb Bank: (present tense +s)

- walks
- rides her bike
- gets a ride
- rides the bus



# Scaffolding: Differentiated Sentence Stems

Intermediate- **Large training wheel** 

How does your best friend *get* to school?

Sentence Response Frame with options

My best friend \_\_\_\_\_ to school\_\_\_\_\_.

(verb +s)

walks

rides her bike

gets a ride

(how often?)

every morning

sometimes

on Fridays



# Scaffolding: Differentiated Sentence Stems

Advanced and Advanced **High-Medium/Small training wheels**



How does your best friend *get* to school?

My best friend \_\_\_\_\_.

walking at the school

walks to school

walked to school



# Other ways to scaffold simple → complex

- Pictorial representations
- Pre-teach key vocabulary
- L1 support
- Total Physical Response (TPR)
- Wait time
- Choral reading



**On teaching  
our ELL  
students...**

*“It doesn’t matter how  
slowly you go as long as you  
do not stop.”*

*Confucius*



# Review your Learning Today

- Content- I will be able to compare and contrast linguistic accommodations based on oral language proficiency levels.
- Language- I will be able to discuss the different oral language levels with my peers.



# Exit Ticket



1. What is your biggest insight?
2. What was validating?
3. What challenged you?

