



Using your *preLAS* Identification Data to Inform Instruction

Texas

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DRC Presenter



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Purpose of this Session



Obtain a better understanding of the *preLAS* data you generated during the identification process to:

- Gain a better understanding of students' Oral and Pre-Literacy proficiency
- Go beyond identification and inform instruction
- Provide you with resources and activities available to you and your students that will promote student language (at no additional cost!)

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preLAS Data Point Definitions



- *preLAS* provides 5- **oral** proficiency levels:
 - Level 1: Non-English Speaker
 - Level 2: Limited English Speaker
 - Level 3: Limited English Speaker
 - Level 4: Fluent English Speaker
 - Level 5: Fluent English Speaker
- *preLAS* provides 3- **pre-literacy** proficiency levels
 - Level 1: Low
 - Level 2: Mid-Level
 - Level 3: High

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Student Proficiency Report



Student Proficiency Report

Name: First/Name M>Last/Name Student ID #: 1234567890
 Birthdate: 11/06/2013 School: Any High School
 Gender: M District: Any Public School District
 Age: 05 Form: C

STUDENT ORAL LANGUAGE PROFICIENCY LEVEL Test Complete Date: 01/08/2020

Level 1	Level 2	Level 3	Level 4	Level 5
		✓		

Oral Language Proficiency Level Definitions

Level 1 - Non-English Speaker (NES) student is beginning to develop receptive and productive skills in English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.

Level 2 - Limited English Speaker (LES) student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.

Level 3 - Limited English Speaker (LES) student is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in the school context. Errors interfere with communication and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Level 4 - Fluent (proficient) English Speaker (FES) student communicates effectively in English across a range of grade-level appropriate language demands in the school context, with few if any errors across a wide range of grade-level appropriate language demands in the school context. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

Level 5 - Fluent (proficient) English Speaker (FES) student communicates effectively in English, with few if any errors across a wide range of grade-level appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.

STUDENT PRE-LITERACY PROFICIENCY LEVEL Test Complete Date: 01/08/2020

Level 1	Level 2	Level 3
	✓	

Pre-Literacy Proficiency Level Definitions

Level 1 - "Low" level student is beginning to develop receptive and productive skills in English, beginning to identify upper and lower case letters, beginning to identify some numbers and figures, and beginning to try to write one or more words to explain a preference.

Level 2 - "Mid" level student generally identifies frequent sounds at the beginning and end of words, decodes basic words, matches words and numbers to pictures, identifies various colors, distinguishes between beginning and ending words, reads some letters and sounds objects to photos, and writes one or more words including their name.

Level 3 - "High" level student generally reads words fluently, identifies the meaning of common signs, uses context clues to determine the meaning of words, and writes some numbers and high frequency words.

Per State and Federal Guidelines

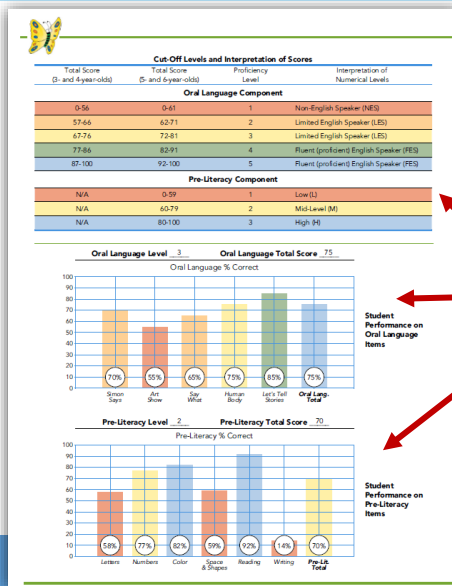
preK3, preK4, Kindergarten

- If a student receives a 1, 2 or 3 Oral Language proficiency level, they are to be classified as an Emergent Bilingual.
- If a student receives a 4 or 5 Oral Language proficiency level – they are to be considered Fluent - not to be identified as an Emergent Bilingual.

Additional data is provided at no additional charge if the Pre-Literacy component is administered.

Note: The pre-literacy component is available as an optional online component, but it **DOES NOT FACTOR INTO ENGLISH LEARNER IDENTIFICATION**

Student Proficiency Report



Page 2: Provides Cut-Off Levels and Interpretation of Scores as well as a break down of student performance within each component.

LAS Links Overall Proficiency Level Definitions



Activity:

- Examine the PLDs and underline key words and phrases for each level.
- Using your student proficiency reports, chart your students within their Oral and Preliteracy proficiency levels.
- What are some trends you are seeing among your students?
 - Are you finding a range of student proficiencies within individual levels?
 - What data do we have to get even more granular to know where to focus our whole group and individual instruction?

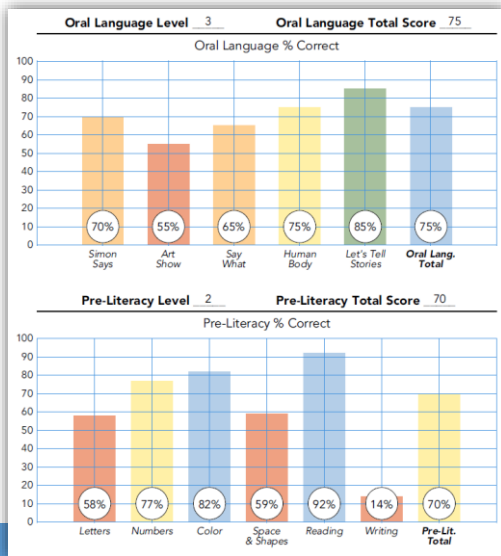
Oral Language Proficiency Level Definitions

<p>Level 1 – Non-English Speaker (NES) student is beginning to develop receptive and productive skills in English in the school context, although <u>comprehension</u> may be demonstrated nonverbally or through the native language, rather than in English.</p>	<p>Level 2 – Limited English Speaker (LES) student is developing the ability to communicate in English within the school context. Errors impede basic communication and comprehension. Lexical, syntactic, phonological, and discourse features of English are emerging.</p>	<p>Level 3 – Limited English Speaker (LES) student is developing the ability to communicate effectively in English across a range of grade-level appropriate language demands in the school context. Errors interfere with communication and comprehension. Repetition and negotiation are often needed. The student exhibits a limited range of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p>	<p>Level 4 – Fluent (proficient) English Speaker (FES) student communicates effectively in English across a range of grade-level appropriate language demands in the school context, even though errors occur. The student exhibits productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p>	<p>Level 5 – Fluent (proficient) English Speaker (FES) student communicates effectively in English, with few if any errors, across a wide range of grade-level appropriate language demands in the school context. The student commands a high degree of productive and receptive control of lexical, syntactic, phonological, and discourse features when addressing new and familiar topics.</p>
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Pre-Literacy Proficiency Level Definitions

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Determining Instruction Based on Student Results



Using this data:

- Examine each students' performance on each part of the Oral Language and/or the Pre-Literacy component
- LEAs should set their “threshold”
- Implement strategies for students who fall below the threshold you have established

preLAS Instructional Strategies

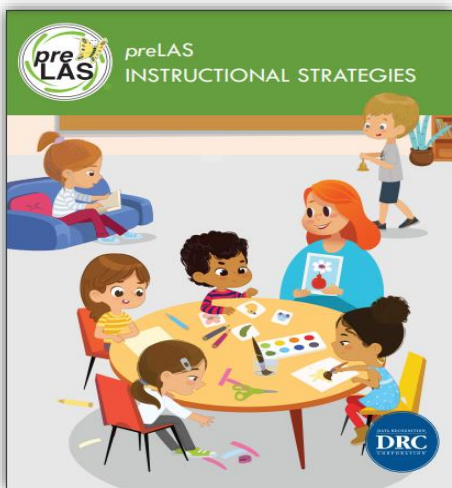


- Available for download (at no additional cost!) from the Parent and Teacher Resources page at http://laslinks.com/PDFs/preLAS_Instructional_Strategies.pdf
 - Teaching activities and strategies designed for preK and Kindergarten classrooms
 - Strategies promote oral language (39 strategies) and pre-literacy growth (40 strategies)



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preLAS Oral Language Component: 5 Parts



Multiple strategies that focus on all 5 parts of the preLAS Oral Language component:

1. Simon Says
2. Art Show
3. Say What You Hear
4. The Human Body
5. Let's Tell Stories

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Targeted Strategy: Simon Says



Simon Says



COMPONENT: Simon Says

CONTENT TESTED: Receptive Language—Listening Comprehension

Ability to follow oral directions

1 Use picture books with content on following directions, such as *Move Your Body! My Exercise Tips* by Gina Bellisario (author) and Renée Kurilla (illustrator).

Teacher models the directions from the text as he/she reads to students; students mimic the teacher. The goal is for students to learn the movements so that when the teacher reads the text without modeling the movements, students can demonstrate the movements they are prompted to do as the text is being read. Challenge students by changing the order of directions and/or adding classroom directions.

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Targeted Strategy: Simon Says



Focus of the Strategy: Ability to follow oral directions

Simon Says tests receptive language, listening comprehension, following directions, and total physical response (TPR).

- This part of the test utilizes simple directives typically encountered in early kindergarten classrooms.
- The strategy encourages the use of picture books that provide content on following directions such as *Move Your Body! My Exercise Tips* by Gina Bellisario.
- The goal of this strategy is to provide students with opportunities to develop their ability to follow oral directions.



Simon Says



COMPONENT: Simon Says

CONTENT TESTED: Receptive Language—Listening Comprehension

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Targeted Strategy: Art Show and The Human Body

Focus of the Strategy: Ability to produce oral vocabulary and verb phrases at appropriate level of development

This page provides 4 distinct strategies:

- Teach students to rate their knowledge of a word.
- Post phrases used in the classroom.
- Teach and post sentence starters.
- Utilize the language experience approach

COMPONENTS: Art Show and The Human Body

CONTENT TESTED: Expressive Language—Semantics
(meaning of words, phrases, sentences, or texts)

Ability to produce oral vocabulary and verb phrases at appropriate level of development

Promote semantics by doing the following:

- 1 Teach students to rate their knowledge of a word. For example:

1
I have never
seen the word

2
I have seen the word but
don't know what it means

3
I know the word

- 2 Post phrases used in the classroom.

- 3 Teach and post sentence starters.

- 4 Language experience approach:

- Students live an experience in the classroom and then share with the whole group their own interpretation of the experience.
- Teacher guides discussion through questions and annotates students' responses on chart paper in the form of a story or paragraph. Changes are made to convey the right meaning.
- At the end, students and teacher read the story.
- Students take the story home and read it to their parents, their siblings, their stuffed animals, etc.



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Targeted Strategy: Say What You Hear

Focus of the Strategy: Ability to repeat specific morphological and syntactical features

This page provides 2 distinct strategies to expose students to rhythm, rhyme and repetition of the English language.

The strategies, throughout the guide, provide links to supplemental videos to assist teachers to pre-teach or reinforce concepts.



Say What You Hear



COMPONENT: Say What You Hear

CONTENT TESTED: Receptive and Expressive Language—Morphological and Syntactical Features*

Ability to repeat specific morphological and syntactical features

- 1 Expose students to the rhythm, rhyme, and repetition of the English language. Use chants, rhymes, songs, and word parts such as affixes, root words, word endings, etc.
- 2 Have students play word games such as "Quick Erase" (erase the first letter of the word quickly to make another word; have students read words [sat, mat, bat, etc.])
- 3 Say What You Hear Activities:

LISTENING ACTIVITIES FOR KIDS:

<https://drc.tlmy.us/2p877rmp>

Listening Games: <https://drc.tlmy.us/2v6xhm4j>

Building Good Listening Skills: <https://drc.tlmy.us/5c932pwc>

*Morphology is the study of words and word parts. Syntax is the order of words to form phrases and sentences.

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Targeted Strategy: Let's Tell Stories

Focus of the Strategy: Ability to produce complete sentences.

This section provides teachers with strategies to engage students to ask questions using complete sentences, share ideas with other students in small groups building confidence to communicate in larger groups as their language continues to develop.



preLAS ORAL LANGUAGE COMPONENT **Let's Tell Stories**

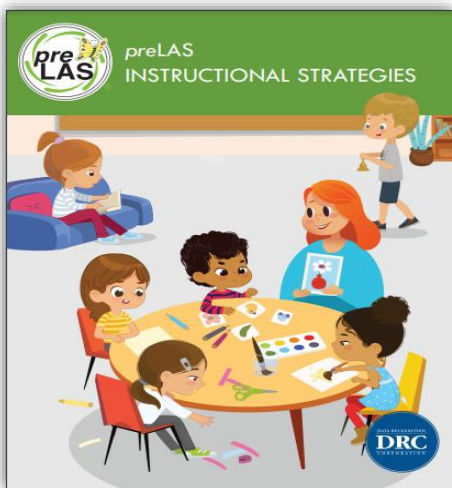
COMPONENT: Let's Tell Stories
CONTENT TESTED: Receptive and Expressive Language—Storytelling; Natural Language Production; Sequencing of Events; Demonstration of Syntax; Vocabulary
Ability to produce complete sentences

- 1 Model expectations for students and expect students to implement consistently. When students make a statement or ask a question, encourage and expect them to use complete sentences.
- 2 Post sample sentence frames at students' eye level for students to refer to.
- 3 Encourage students to bring their favorite items from home to share with the rest of the class using complete sentences.
 - Have students sit in a large circle and give everyone a chance to share.
 - As students' language proficiency continues to develop, students can sit in Cooperative Learning circles (4–5 students) and share with the other students.
 - Teacher monitors and sits with different groups to engage and provide feedback.

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preLAS Pre-Literacy Component Strategies: 6 Categories



Multiple strategies that focus on all 6 categories of the preLAS Pre-Literacy component:

1. Letter Recognition
2. Number Recognition
3. Color Recognition
4. Recognition of Geometric Shapes and Spatial Relationships
5. Reading: Sight Words
6. Writing: Grammatical Constructions

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Targeted Strategy: Letter Recognition

Focus of the Strategy: Ability to identify uppercase and lowercase letters.


Again, we will utilize the Language Experience Approach by having students engage in a classroom experience or activity that they will share with the group.


The strategy provides step-by-step directions on how to implement this strategy.



PRE-LITERACY COMPONENT

Pre-Literacy Component Strategies





COMPONENT: Pre-Literacy Component Strategies
CONTENT TESTED: Receptive and Expressive Language—Letter Recognition
Ability to identify uppercase and lowercase letters

1 Language experience approach: Students engage in a classroom experience/activity and then share with the whole group their own interpretation of the experience/activity.

- Teacher guides discussion through questions and annotates students' responses on chart paper in the form of a story or paragraph.
- As the teacher records the students' input, the teacher uses the opportunity to discuss uppercase and lowercase letters and explains "the why."
- Teachers can use different color markers to distinguish uppercase and lowercase letters. Ensure proper use of terminology.
- Teachers can also include students as part of the discussion by having them go up to the chart paper and circle an uppercase letter or correct an uppercase letter that should have been a lowercase letter.
- Changes are made to the story as needed.
- At the end, students and teacher read the story. Students take the story home and read it to their parents, siblings, stuffed animals, etc.


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Strategy Links



COMPONENT: Pre-Literacy Component Strategies
CONTENT TESTED: Receptive and Expressive Language—Letter Recognition
Ability to identify uppercase and lowercase letters

- 1** Language experience approach: Students engage in a classroom experience/activity and then share with the whole group their own interpretation of the experience/activity.
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 - Teachers can also include students as part of the discussion by having them go up to the chart paper and circle an uppercase letter or correct an uppercase letter that should have been a lowercase letter.
 - Changes are made to the story as needed.
 - At the end, students and teacher read the story. Students take the story home and read it to their parents, siblings, stuffed animals, etc.

- 
- Use picture books such as *Chicka Chicka Boom Boom* by Bill Martin Jr. (author), John Archambault (author), and Lois Ehlert (illustrator) to engage students in differentiating between uppercase and lowercase letters.
 - Students can trace letters using materials such as foam, sand, paint, etc. to help them retain the difference between uppercase and lowercase letters.
 - Pick a Letter from the Tree (<https://drc.tiny.us/2797zuhz>)

Alphabet Knowledge

Letter Names
Benchmark: A,2a, F,3b, G,3a

AK6
Letter Tree

Objective
Children will independently write some letters on request.

Materials

- Large Tree (Activity Master) - Copy on cardstock and laminate.
- Apple Cards (Activity Master) - Copy on cardstock, laminate, and cut out.
- White boards (1 per child)
- Dry Erase markers and erasers (1 per child)
- Basket (or other small container)
- Extension: Sand, shaving cream, finger paint, cookie sheet, writing utensils, paper

Activity

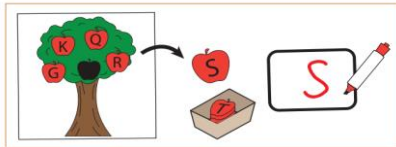
After teacher introduction, children will write some letters while playing a game.

1. Set out Tree and place 10-12 Apple Cards face down on the top part of the tree.
2. Child one will pick an Apple Card from the tree and name the letter. (If child does not know the letter, others in the group should name it.)
3. All children will write the uppercase letter on their white boards with a dry eraser marker and hold up for each other to see.
4. Child one will place the Apple Card in the basket after everyone has had a chance to see it and write it.
5. Continue taking turns choosing Apple Cards until all cards have been named and written.
6. If time permits, play again writing lowercase letters.
7. Peer evaluation.

Adaptations and Extensions

- Start with a few letters that have been learned in class. Add more letters as they are introduced by the teacher.
- Write both upper and lowercase letters.
- Use sensory materials to "write" the letters. (e.g., sand, shaving cream, finger-paint, chalk on the sidewalk)

Throughout the resource there are links to additional lessons and videos!



Targeted Strategy: Number Recognition



Focus of the Strategy: Ability to identify numbers.

It is critical that as students learn new concepts or skills, they be scaffolded.

Scaffolding is a method teachers can use to offer support to students.

This guide provides a list of strategies that demonstrate the use of scaffolding to ensure student success as they develop their ability to identify numbers.

COMPONENT: Pre-Literacy Component Strategies

Number Recognition

Ability to identify numbers

- 1 Introduce numbers one at a time.
 - When introducing numbers, state the name of the number.
 - Have students repeat it to the teacher and to each other.
 - Teachers discuss with students how their mouths produce the name of the number.
 - Give students a mirror and have them practice. This is an excellent way to promote proper pronunciation.
- 2 Have students manipulate the numbers with hands-on items.
- 3 Post the number along with the written name of the number.
- 4 Have students identify the number that represents their age.

1 2 3



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Targeted Strategy: Number Concepts



Focus of the Strategy: Ability to conceptualize numbers.

Emergent Bilinguals are visual and kinesthetic learners.

Krashen's Input Hypothesis Theory states that a meaningful interaction with language is a crucial and necessary ingredient in language acquisition.

This guide provides several strategies to support emergent bilinguals in their acquisition of language as they conceptualize numbers.

COMPONENT: Pre-Literacy Component Strategies

Number Concepts

Ability to conceptualize numbers

- 1 Visuals, manipulatives, repetition, dot cards, and the proper use of academic math vocabulary can support students' conceptualization of numbers.
- 2 Connect students' own experiences to numbers. Provide examples such as how many items are in the classroom, etc., and write the concept down.
- 3 Remember to promote math as a process as opposed to focusing on finding the right answer.
- 4 Engage students in conversations about numbers.

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Targeted Strategy: Recognition of “Sight Words”

Focus of the Strategy: Ability to identify common sight words.

This resource will also provide strategies to promote students’ ability to

- Identify common sight words
- Dictation of sight words
- Writing sight words for dictation

COMPONENT: Pre-Literacy Component Strategies
Recognition of “Sight Words”
Ability to identify common sight words

- 1 Provide opportunities for students to see sight words embedded in meaningful phrases and/or sentences.
- 2 Have students own their own set of index cards with the sight words. Put the cards on a ring and have students drill the sight words while in line for lunch, or have them take them home and practice when they go to places with their parents, while riding in the car, etc.
- 3 Play games with the words such as Concentration, Bingo, etc. This will increase the exposure and thinking about the words.
- 4 Chunk the introduction of the words.
- 5 When introducing the words, look for word patterns, words with the same endings, and words that begin with the same letter. Although the idea is for them to recognize the words without sounding them, this recommendation will increase the chances of instant recognition.



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Thank you!



- Strategies are available for download (at no additional cost!) from the Parent and Teacher Resources page at http://laslinks.com/PDFs/preLAS_Instructional_Strategies.pdf
- Later today you will receive a link to this presentation and to a survey for your feedback

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