



Using LAS Links to Determine Students Relative Language Proficiency/Language Dominance



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Brand Ambassador- TEXAS



Purpose of this Session

Obtain a better understanding of Relative Language Proficiency (RLP) which compares a student's English proficiency scores relative to their Spanish proficiency scores to gain a better understanding of the full linguistic profile of each student.

In this symposium, we will

- Guide you on how to gather, plot and interpret your identification data to make meaningful conclusions regarding students' language dominance to inform instruction;
- Provide you with instructional strategies available to you and your students that will promote student English and Spanish language development.



Defining Relative Language Proficiency

Defining Relative Language Proficiency:

- The degree of bilingualism manifested by individuals who know two languages, that is, the relative level of proficiency in each of the languages.
- A student may know both equally well, in which case we speak of *balanced bilingualism*.
- Or, the student may exhibit greater control of one over the other, in which case we consider the first language to be *dominant* over the second.

Determining Relative Language Proficiency

- May be determined by examining a student's LAS Links English and Spanish identification and/or progress monitoring results
- May be determined by examining a student's LAS Links Español and TELPAS English results
- In either case, LEAs have multiple opportunities to make comparisons and make instructional decisions based on the data at hand

Examining and Plotting the Scores

- Start by running reports for both English and Spanish assessments for all students
- Looking at the English and Spanish reports side-by-side, plot where each student falls in the matrix

Student Report
B Flores

English Results

Student ID #: 21296
Birthdate: 12/29/2009
Gender: M
Grade: 05
Class: Grades 4-5 - EL

School: EL SCHOOL
District: SCHOOL ISD
Test Date: 05/20/2001
Form/Level: A Level 4-5

About the LAS Links Assessments
LAS Links® is an integrated suite of English and Spanish language proficiency assessments and instructional tools designed to strengthen your language learning program.

Student Overall Proficiency Level

Level 1: Beginning	Level 2: Early Intermediate	Level 3: Intermediate	Level 4: Proficient	Level 5: Above Proficient
✓ ←				

Proficiency Level Definitions

<p>Level 1: Beginning At Level 1, student is beginning to develop the ability to communicate at school. The student may communicate nonverbally or through the home language.</p>	<p>Level 2: Early Intermediate At Level 2, student is developing the ability to communicate for different purposes at school. The student makes errors that can interfere with communication.</p>	<p>Level 3: Intermediate At Level 3, student is developing the ability to effectively communicate for different purposes at school. The student may make errors that interfere with communication.</p>	<p>Level 4: Proficient At Level 4, student can effectively communicate for different purposes at school. The student may produce some errors.</p>	<p>Level 5: Above Proficient At Level 5, student effectively communicates for social and academic purposes with few, if any, errors.</p>
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Student Results

330	Level 1 Beginning	453	Level 2 Early Intermediate	492	Level 3 Intermediate	528	Level 4 Proficient	579	Level 5 Above Proficient	656
<p>398 - Overall Scale Score¹</p>										

Reporting Category	Scale Score	Proficiency Level	Student's Performance					
			Beginning	Early Intermediate	Intermediate	Proficient	Above Proficient	
Listening (LI)	420	1	330	453	492	528	579	656
Speaking (SP)	474	2	330	453	492	528	579	656
Reading (RD)	411	1	330	453	492	528	579	656
Writing (WR)	290	1	330	453	492	528	579	656
Comprehension ² (LI + RD)	340	1	330	453	492	528	579	656
Oral ³ (SP + LI)	459	2	330	453	492	528	579	656

N/A = Not Applicable INV = Test Invalidation

Informe del Estudiante
B Flores

Español Results

ID del estudiante: 21296
Fecha de nacimiento: 12/29/2009
Género: M
Grado: 05
Clase: 1 Spanish

Escuela: EL SCHOOL
Distrito: SCHOOL ISD
Fecha de la prueba: 05/20/2021
Forma/Nivel: Español A Level 4-5

Acerca de las evaluaciones LAS Links
LAS Links® es un conjunto integrado de evaluaciones de proficiencia de los idiomas inglés y español y de herramientas didácticas diseñadas para reforzar su programa de aprendizaje de idiomas.

Nivel de Competencia General del Estudiante

Nivel 1: Principiante	Nivel 2: Pre-Intermedio	Nivel 3: Intermedio	Nivel 4: Competente	Nivel 5: Superior
	✓ →			

Definición de niveles de proficiencia

<p>Nivel 1: Principiante En el Nivel 1, el estudiante comienza a desarrollar la capacidad de comunicarse en la escuela. El estudiante puede comunicarse no verbalmente o a través del idioma del hogar.</p>	<p>Nivel 2: Pre-Intermedio En el Nivel 2, el estudiante está desarrollando la capacidad de comunicarse para diferentes propósitos en la escuela. El estudiante puede cometer errores que interfieren con la comunicación.</p>	<p>Nivel 3: Intermedio En el Nivel 3, el estudiante está desarrollando la capacidad de comunicarse efectivamente para diferentes propósitos en la escuela. El estudiante puede cometer errores que interfieren con la comunicación.</p>	<p>Nivel 4: Competente En el Nivel 4, el estudiante puede comunicarse efectivamente para diferentes propósitos en la escuela. El estudiante puede cometer algunos errores.</p>	<p>Nivel 5: Superior En el Nivel 5, el estudiante se comunica efectivamente para propósitos sociales y académicos con pocos, si los hay, errores.</p>
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Resultados del estudiante

280	Nivel 1: Principiante	444	Nivel 2: Pre-Intermedio	467	Nivel 3: Intermedio	489	Nivel 4: Competente	539	Nivel 5: Superior	626
<p>465 - Escala general de resultados¹</p>										

Categorías del informe	Puntaje en la escala	Nivel de Competencia	Desempeño del estudiante					
			Principiante	Pre-Intermedio	Intermedio	Competente	Superior	
Comprensión Auditiva (LA)	470	3	280	444	467	489	539	626
Expresión Oral (EO)	457	3	280	444	467	489	539	626
Lectura (LE)	436	1	280	444	467	489	539	626
Escritura (ES)	499	2	280	444	467	489	539	626
Comprensión ² (CA + LE)	446	2	280	444	467	489	539	626
Interacción Oral ³ (EO + CA)	463	3	280	444	467	489	539	626

N/A = No hay datos disponibles del estudiante INV = Datos del estudiante no son válidos

LAS Links Proficiency Level Definitions

- Available on the Teacher and Parent Resources page at www.LASLinks.com/Texas

Parent and Teacher Resources



Proficiency Level Definitions

preLAS Proficiency Level Definitions
[\(English\)](#) [\(Spanish\)](#)

LAS Links Form A Proficiency Level Definitions
[\(English\)](#) [\(Spanish\)](#)

LAS Links Español Form A Proficiency Level Definitions
[\(English\)](#) [\(Spanish\)](#)

Instructional Strategies

preLAS and LAS Links Instructional Strategies
[preLAS Instructional Strategies](#)
 LAS Links Instructional Strategies – Coming Soon!



LAS Links Proficiency Level Descriptors for Grades 4–5

	Speaking	Listening	Reading	Writing	Overall
5 Above Proficient	Above Proficient students typically produce sentences with more sophisticated vocabulary and without grammar errors when providing information, describing social situations, asking questions, expressing opinions, explaining processes, conducting transactions, giving directions and describing location; they use precise vocabulary to identify and describe objects.	Above Proficient students typically follow directions using phrasal verbs, recall subtle details in a classroom discussion, a class lesson, or an oral story, and determine key information to summarize a task.	Above Proficient students typically divide words into syllables, use knowledge of low-frequency affixes to determine word meaning, identify rhyming words and low-frequency synonyms and antonyms, use prediction to read fluently, determine story sequence and main idea, and use self-monitoring technique to check for understanding.	Above Proficient students typically use irregular plurals, appropriate articles, and commas in a date; differentiate complete sentences from run-ons. They write fluently to describe a picture or to explain a preference; communication is clear and complete, though it may contain minor errors in mechanics.	A level 5 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.

LAS Links Español - GRADOS 4-5 Descriptores cortos del nivel de competencia

	Hablando	Escuchando	Lectura	Escritura	Overall	
5 Above Proficient	Un estudiante del nivel 5 normalmente construye frases con un vocabulario sofisticado y sin errores gramaticales al dar información, describir situaciones sociales, preguntar, expresar opiniones, explicar procesos, negociar, dar instrucciones y describir lugares; usa un vocabulario preciso para identificar y describir objetos.	Un estudiante del nivel 5 suele seguir instrucciones con verbos frasales, recuerda los detalles sutiles de un debate o una lección en la clase y de un cuento leído en voz alta, y determina la información clave para resumir una tarea.	Un estudiante del nivel 5 normalmente divide palabras en sílabas, usa conocimientos de afijos poco frecuentes para deducir el significado de palabras, identifica rimas, sinónimos y antónimos poco frecuentes, usa predicción para leer con fluidez, determina la secuencia e idea principal de un texto y usa el autocontrol para comprobar la comprensión.	Un estudiante del nivel 5 normalmente utiliza plurales irregulares, artículos adecuados y comas en una fecha, diferencia entre frases complejas y frases sencillas. Escribe fluidamente para describir una imagen o explicar una preferencia; la comunicación es clara y completa, aunque puede contener errores simples gramaticales.	Un estudiante del nivel 5 se comunica eficazmente en inglés, casi sin errores, en un amplio rango de exigencias idiomáticas apropiado a su grado en el contexto escolar. Tiene un alto nivel de control productivo y receptivo de las características léxicas, sintácticas, fonológicas y discursivas al tratar temas nuevos y familiares.	
4 Proficient	Un estudiante del nivel 4 normalmente construye frases completas con errores simples de gramática/vocabulario al dar información, preguntar, explicar procesos y expresar opiniones, nombra objetos poco comunes y describe la utilidad de los objetos comunes; y narra cuentos sencillos con vocabulario correcto en general y gramática sencilla.	Un estudiante del nivel 4 normalmente sigue instrucciones de varios pasos quealicen un vocabulario académico, recuerda los detalles de una lección en un debate y en una lección en la clase, identifica una secuencia de pasos y determina la idea principal de una lección en la clase.	Un estudiante del nivel 4 usa el conocimiento de afijos poco frecuentes para saber el significado de palabras, identifica sinónimos; usa claves de contexto para saber el significado; busca información en un gráfico, tabla o diagrama; recuerda detalles implícitos; deduce información y saca conclusiones; y determina la estructura organizativa de un texto.	Un estudiante del nivel 4 normalmente usa la concordancia de tiempos verbales y pronombres idénticos; usa mayúsculas y puntuación básica; diferencia fragmentos de frases completas; pone correctamente adjetivos y adverbios en las frases; escribe frases completas con una serie de imágenes con errores gramaticales, sintácticos y de organización que limitan la comunicación.	Un estudiante del nivel 4 se comunica de manera efectiva en inglés dentro de un rango de exigencias idiomáticas apropiado a su grado en el contexto escolar, aunque comete errores. El estudiante muestra control productivo y receptivo de las características léxicas, sintácticas, fonológicas y discursivas al tratar temas nuevos y familiares.	
3 Intermediate	Intermediate students typical appropriate words and phrases providing information, conducting transactions, giving directions describing location; produce labels for common objects as functions; produce sentences with some errors when describing situations, and tell a simple story with frequent errors in grammar and vocabulary.	Un estudiante del nivel 3 normalmente usa palabras y frases adecuadas al dar información, negociar, dar instrucciones y describir lugares; nombra funciones cotidianas y objetos comunes, construye frases con errores al describir situaciones sociales y narra cuentos sencillos con frecuentes errores gramaticales y de vocabulario.	Un estudiante del nivel 3 normalmente sigue instrucciones orales quealicen un vocabulario académico básico y entiende el vocabulario específico en situaciones típicas escolares.	Un estudiante del nivel 3 normalmente divide palabras (razonables en afixo y raíz), usa conocimientos de afijos frecuentes para determinar el significado de las palabras y recuerda detalles escritos en el texto.	Un estudiante del nivel 3 normalmente usa gramática básica correcta, usa palabras en el orden normal, describe con oraciones o frases sencillas con algunos errores que no impiden la comprensión; escribe frases sencillas basadas en una serie de imágenes con errores gramaticales, sintácticos y de organización que limitan la comunicación.	Un estudiante del nivel 3 continúa desarrollando la capacidad de comunicarse de forma efectiva en inglés dentro de un rango de exigencias idiomáticas apropiado a su grado en el contexto escolar. Los errores interfieren con la comunicación y la comprensión. A menudo usa repetición y negociación. El estudiante muestra algunas características léxicas, sintácticas, fonológicas y discursivas al tratar temas nuevos y familiares.
2 Early Intermediate	Early intermediate students identify very common objects social situations and describe function in simple phrases, provide words and phrases when describing social situations, and use basic vocabulary and simple phrases related to a sequence of pictures about familiar settings.	Un estudiante del nivel 2 normalmente recuerda los detalles básicos importantes de un cuento leído en voz alta.	Un estudiante del nivel 2 normalmente divide palabras frecuentes en afixo y raíz.	Un estudiante del nivel 2 normalmente trata de describir, explicar, comparar o expresar usando frases sencillas que tienen sentido pero que pueden contener errores gramaticales, de estructura y elección de palabras que impiden la comunicación.	Un estudiante del nivel 2 continúa desarrollando la capacidad de comunicarse de forma efectiva en el contexto escolar. Los errores impiden la comunicación y la comprensión básicas. Las características léxicas, sintácticas, fonológicas y discursivas del inglés comienzan a emerger.	
1 Beginning	Beginning students are begin to develop receptive and prod skills in English.	Un estudiante del nivel 1 está empezando a desarrollar habilidades receptoras y productivas en inglés.	Un estudiante del nivel 1 está empezando a desarrollar habilidades receptoras y productivas en inglés.	Un estudiante del nivel 1 está empezando a desarrollar habilidades receptoras y productivas en inglés.	Un estudiante del nivel 1 empieza a desarrollar los usos receptoras y productivas del inglés en el contexto escolar, aunque es posible que la comprensión se demuestre de forma no verbal o mediante el idioma del estudiante, en lugar de en inglés.	

LAS Links Proficiency Level Definitions



Proficiency Level 1	BEGINNING A Level 1 student is beginning to develop receptive and productive uses of English in the school context, although comprehension may be demonstrated nonverbally or through the native language, rather than in English.
Proficiency Level 2	EARLY INTERMEDIATE A Level 2 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.
Proficiency Level 3	INTERMEDIATE A Level 3 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.
Proficiency Level 4	PROFICIENT A Level 4 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.
Proficiency Level 5	ABOVE PROFICIENT A Level 5 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.

Relative Language Proficiency Matrix



Relative Language Proficiency (RLP)

		Spanish			
	1	2	3	4	5
1		1:2			1:5
2					
English			3:3		
3					
4					
5					

Examining and Plotting the Scores

- For both English and Spanish, levels 1-3 are considered limited proficient in the language

**Relative Language Proficiency (RLP)
Overall Composite Score**

		Spanish				
		1	2	3	4	5
English	1	Garcia, Maria Lopez, Anthony	Smith, Randa Canales, Missy Smith, Carla	Trevino, Sasha Brown, Jimmy	Collette, Nannette	Hardin, Mary Gonzales, Pedro Valdez, John Sanchez, Mark Shada, Jim Villareal, Crystal
	2	Michaels, Pete	Sanchez, Pedro	Garza, Noel	Garcia, Lupe Fernandez, Mario	
	3			Guerro, Marcus Hampton, Melissa Fernandez, Samantha		Benevides, Gary Guzman, Lupe
	4	Garza, Antonio			Benevides, Steven Rangel, Patty Seremetis, Angel	
	5	Guerro, Maria Tuen, Sam		Jackson, James		Santos, Angelica Dempsey, Rafael

Relative Language Proficiency in the Speaking Domain

Relative Language Proficiency (RLP)

	Hablando				
	1	2	3	4	5
1	Lopez, Anthony Canales, Missy Smith, Carla	Trevino, Sasha	Collette, Nannette	Gonzales, Pedro Valdez, John Sanchez, Mark Garcia, Rick	Villareal, Crystal
2	Garcia, Maria Michaels, Pete	Brown, Jimmy		Hardin, Mary	
3			Garcia, Lupe Fernandez, Mario	Benevides, Steven	
4					
5					

Speaking

Strategy: Scaffolds and Supports



Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none">• Real-life objects (realia)• Manipulatives• Pictures & photographs• Illustrations, diagrams & drawings• Magazines & newspapers• Physical activities• Videos & Films• Broadcasts• Models & figures	<ul style="list-style-type: none">• Charts• Graphic organizers• Tables• Graphs• Timelines• Number lines	<ul style="list-style-type: none">• In pairs or partners• In triads or small groups• In a whole group• Using cooperative group structures• With the Internet (Web sites) or software programs• In the native language (L1)• With mentors

Strategy: 7 Hip Pocket Tools

1. 10/2 Discussions
2. "Say it with me" or "Read it with me"
3. Color Coding and Shape Coding
4. Sketch or Visual
5. Paraphrase
6. ASL, TPR, hand gesture
7. "Prove it"



1. Less than 10 minutes of instruction
2. Students discuss the new material



"Say it with me." or "Read it with me."

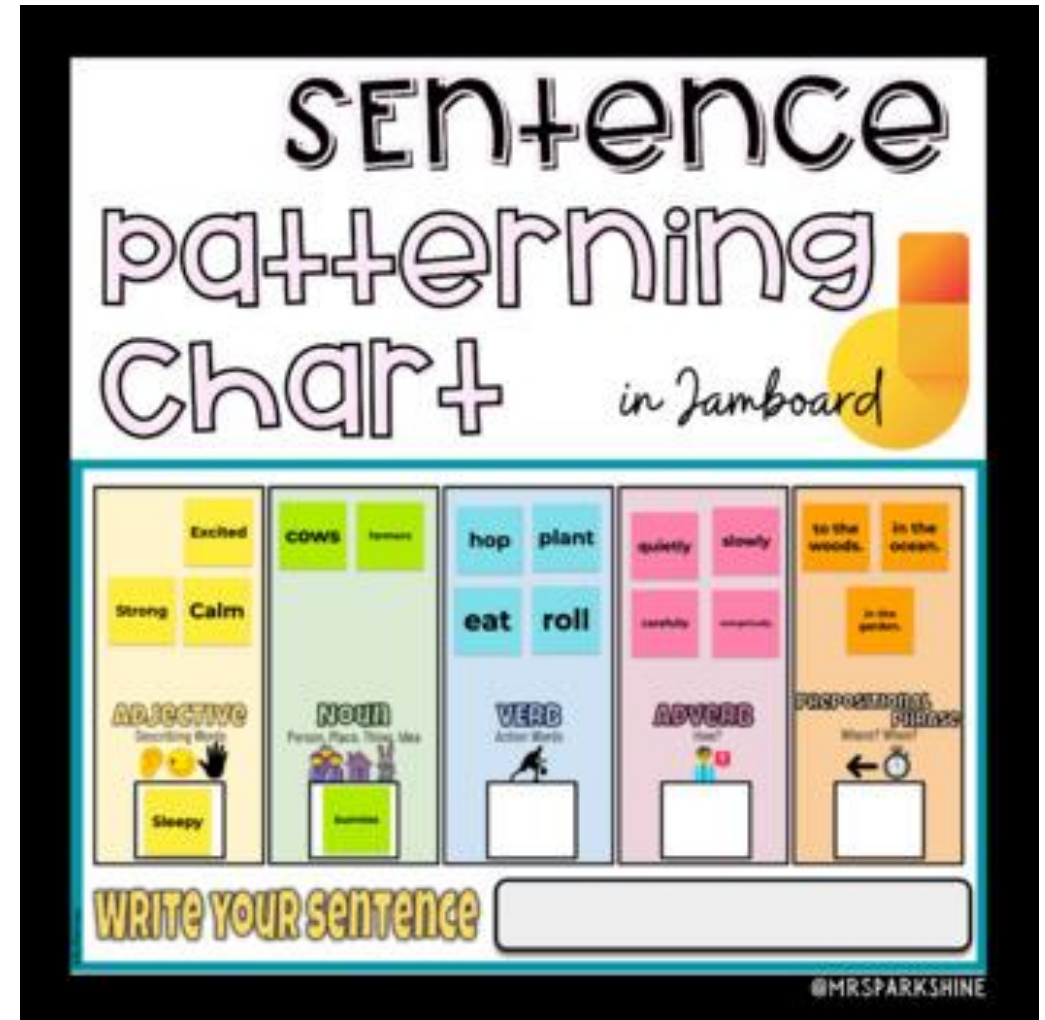


Students repeat the new language acquired with us.



Color Coding and Shape Coding

Use color coding to show categories and relationships.



The image shows a digital Jamboard titled "Sentence Patterning Chart in Jamboard". The chart is organized into five columns, each representing a part of speech, with color-coded boxes and icons. Below the chart is a large text box for writing a sentence.

ADJECTIVE <small>Something Word</small>	NOUN <small>Person Place Thing Idea</small>	VERB <small>Action Word</small>	ADVERB <small>How?</small>	PREPOSITIONAL PHRASE <small>Where? When?</small>
Excited Strong Calm	cows farmers	hop plant eat roll	quietly slowly carefully impatiently	to the woods in the ocean in the garden
Sleepy	hamburger	<input type="text"/>	<input type="text"/>	<input type="text"/>

WRITE YOUR SENTENCE

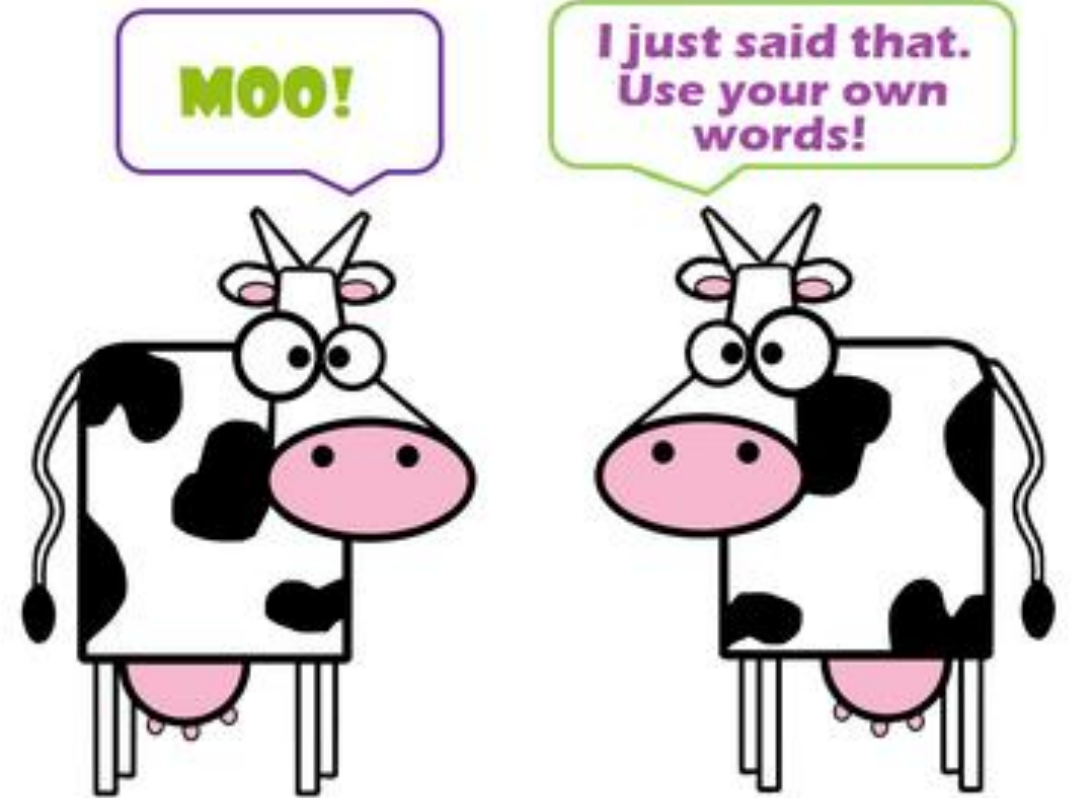
@MR.SPARKSHINE

Sketch or Visual

Add a sketch or visual to represent an idea.



Students summarize, retell, and build understanding by listening to each other.



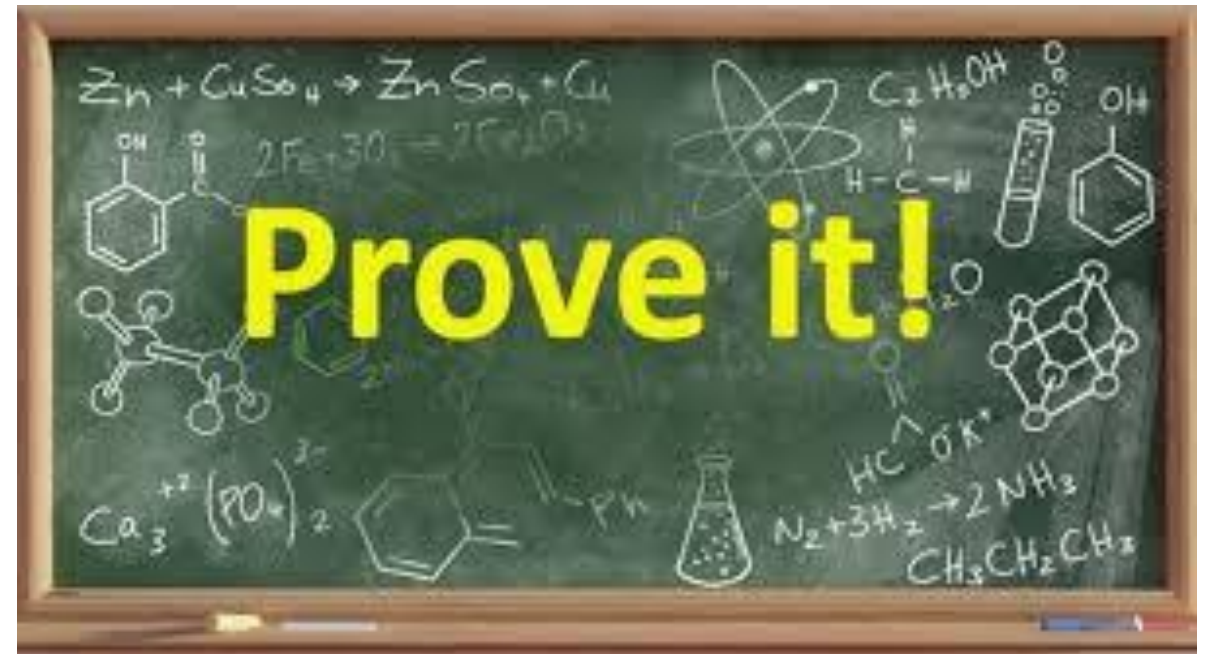
TPR (Total Physical Response), Hand Gestures

We add gestures to visually represent key vocabulary and academic language.



“Prove it!”

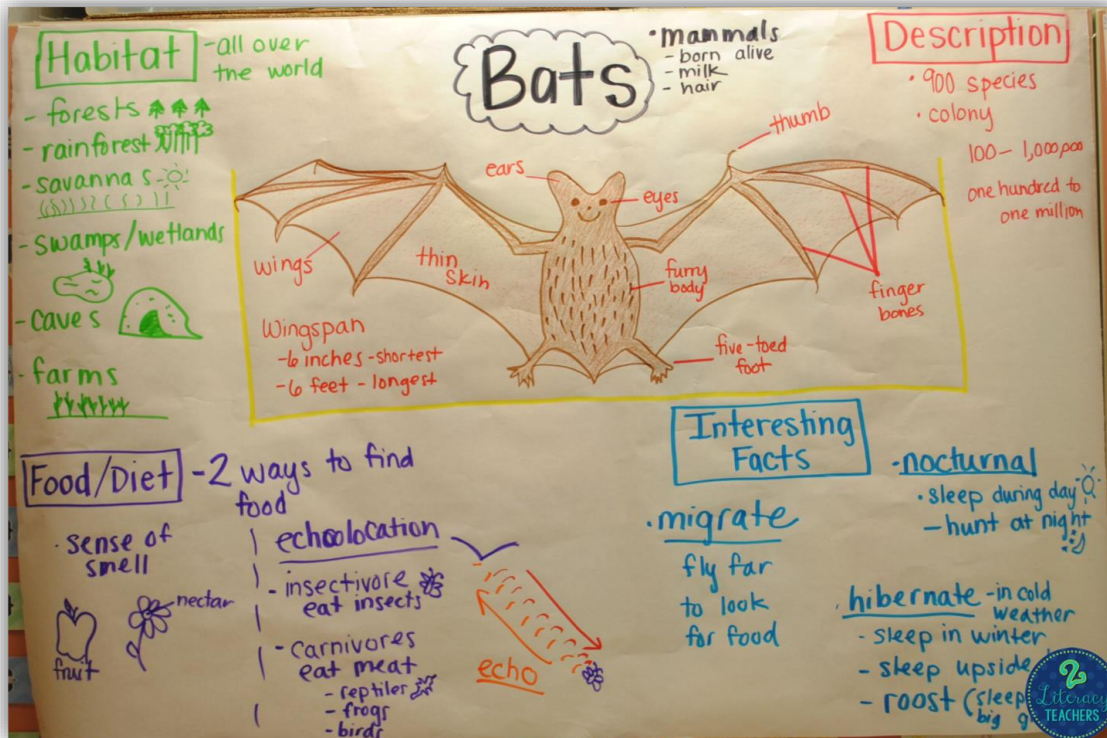
We ask students to talk through their thought process of how they arrived at their response.



Strategy: Pictorial Input Chart

Description/Goal of the Strategy:

- Illustrate unit vocabulary and concepts through pictorials.
 - Resources for pictorials include textbooks, expository children's books, website, and teacher resource books.

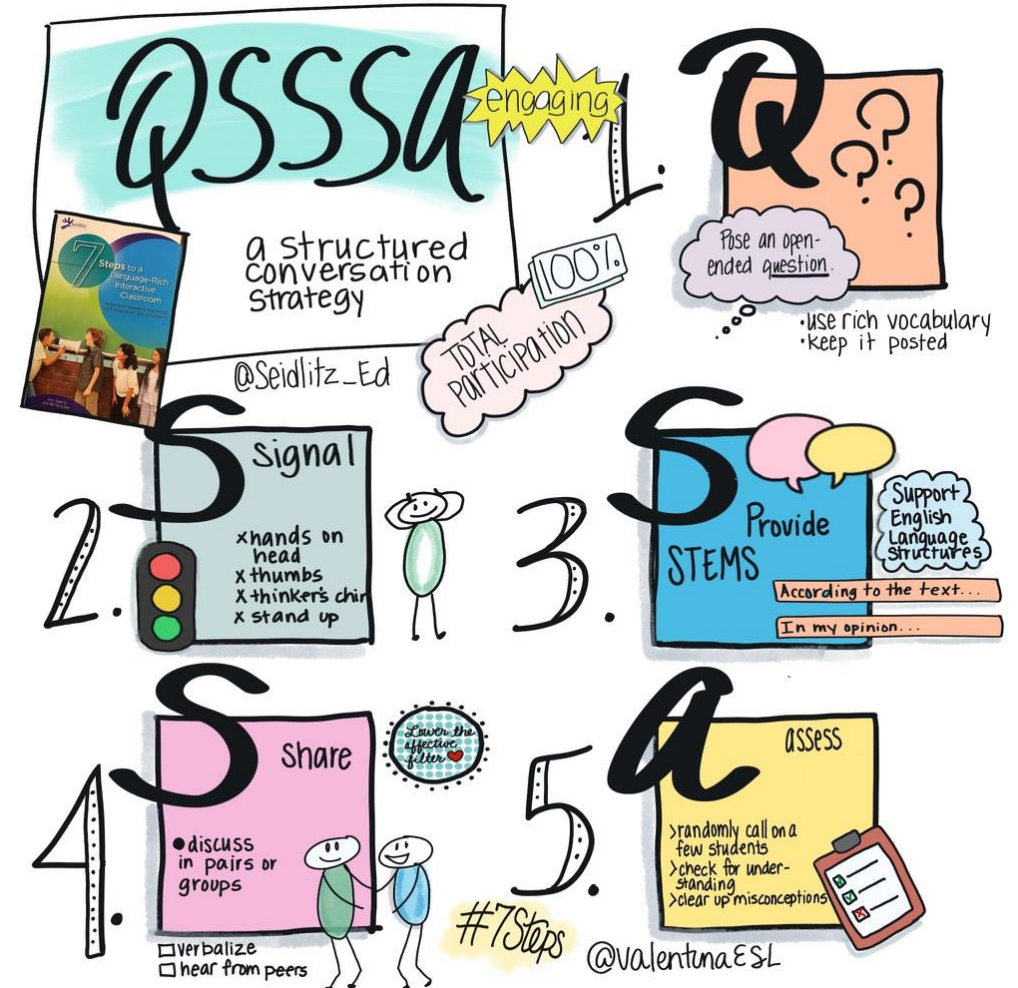


Strategy: Pictorial Input Chart

Steps:

1. Use an opaque, overhead, or document camera to enlarge the picture and trace on butcher paper in light pencil, including vocabulary words and notes.
2. With students present, trace over the pictorial with markers, providing verbal input as you go. Chunk your information in different colors.
3. Revisit to add word cards and review information.
4. Create LANGUAGE FUNCTIONAL ENVIRONMENT.
5. Allow students to color pictorials.
6. At the end of the unit, make a master to use next year, and then raffle the pictorials.

Pose open-ended **Q**uestion
Signal when ready to answer
 Teacher provides sentence **S**tem
Share in partners, small group, etc.
Assess



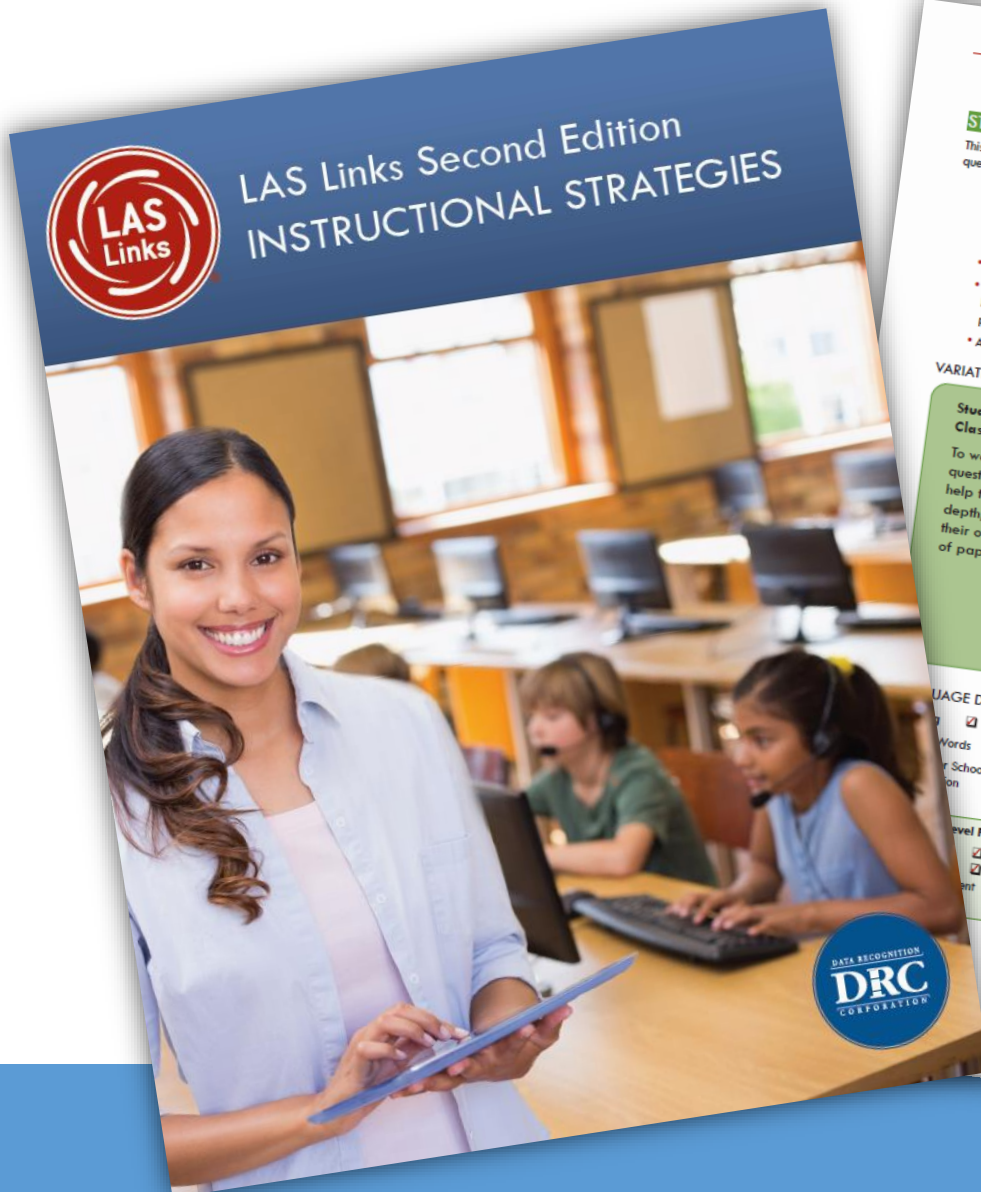
QSSSA Script and Reasoning



<p>(QUESTION) Class, without calling out answers, think about this question...</p>	<p>Linked to objectives and lesson goals, to activates prior knowledge for Emergent Bilinguals.</p>
<p>(SIGNAL) When you think you have an answer in mind, let me know by ____.</p>	<p>Build in wait time for Emergent Bilinguals to process.</p>
<p>(STEM) When you discuss your answers, I want you to respond in this format...</p>	<p>Provides opportunity for students to practice targeted academic language.</p>
<p>(SHARE) Turn to your partner and discuss...</p>	<p>Increases student talk, chance to compare their response with others, and 100% of class practices targeted language.</p>
<p>(ANSWER) Using your sentence stems, respond when I randomly call on you or write your response.</p>	<p>Scaffolds for Emergent Bilinguals ensure students are prepared to respond.</p>

LAS Links Instructional Strategies

www.LASLinks.com/Texas on the Parent and Teacher Resources Page



STRATEGY: CLASSROOM MINGLE

This discussion technique allows learners to actively engage with new content by moving around the room and asking questions with multiple members of the class.

- Write a list of open-ended questions or problems based on a unit of study. Cut the paper into strips so that you have at least one question per student.
- Display the list of questions to explain the activity. Before passing out a question to each student, mingle with volunteers.
- Hand a strip of paper to each student, ask all students to stand up and find a partner.
- Working in their pairs, Student A asks Student B his/her question. After answering, Student B asks Student A a question. Next, they exchange strips of paper, and each one finds another member of the class who is also looking for a question.
- Ask students to take a seat after the time allotted. Lead an open discussion about the questions and answers.

VARIATIONS:

Student-Created Classroom Mingle

To work on students' questioning skills and/or help them review content in depth, have students create their own questions on strips of paper or index cards.

Structured Mingle

To create a more structured mingle, the teacher can limit the time for each interaction. After a set amount of time, share questions in pairs, music can be played. Students move around the classroom. When the music stops, students find a new partner standing near them. When the music starts, students find a new partner standing near them. Prepare a list of discussion topics or questions ahead of time. After students find a partner in the first round of mingling, they should freeze and listen to one topic or question that you pose. After pairs answer the same question. Then, after students mingle to find another partner, a new topic or question is posed. Do as many mingle rounds as you have questions or topics.

LANGUAGE DOMAIN FOCUS

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Listening
• Read Words	• Start Writing	• Make Conversation	• Listen for School Information
• Read for School Information	• Use Grammar and Conventions	• Tell a Story	
	• Write in Detail		

Proficiency Level Focus:

<input checked="" type="checkbox"/> Proficient	<input checked="" type="checkbox"/> Early Intermediate	<input checked="" type="checkbox"/> Beginner
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LAS Links Subskills/Objectives: L1, L3, L4, S1, S2, S3, S4, S5, S6

Citation: "Classroom Mingle." <https://drc.tiny.us/3n3fuzyz>

STRATEGY: ADVANCED ORGANIZERS

This strategy is designed to help students organize information and visualize a concept. Advanced Organizers such as graphic organizers, thinking maps, KWL, anticipation guides, concept definition maps, etc. can help students organize information and visualize a concept prior to sharing the information orally and/or in written form. Students can also utilize advanced organizers to help them organize their thinking when communicating with others.

BASIC OUTLINE

- I. Topic Sentence/main idea
 - A. Supporting detail
 1. Example
 - a. Detail
 - b. Detail
 2. Example
 - B. Supporting detail
 - III. Summary/conclusion

VENN DIAGRAM

HIERARCHICAL TOPICAL ORGANIZER

BUBBLE TOPICAL ORGANIZER

LANGUAGE DOMAIN FOCUS

<input checked="" type="checkbox"/> Reading	<input checked="" type="checkbox"/> Writing	<input checked="" type="checkbox"/> Speaking	<input checked="" type="checkbox"/> Listening
• Read Words	• Start Writing	• Make Conversation	• Listen for School Information
• Read for School Information	• Use Grammar and Conventions	• Tell a Story	
	• Write in Detail		

Proficiency Level Focus:

<input checked="" type="checkbox"/> Proficient	<input checked="" type="checkbox"/> Early Intermediate	<input checked="" type="checkbox"/> Beginner
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LAS Links Subskills/Objectives: L3, R1, R2, R3, S1, S2, S3, S4, S5, S6, W1, W2, W5, W6, W8

Citation: Buehl, D. (2009). Classroom strategies for interactive learning (3rd ed.). Newark, DE: International Reading Association.
Head, M., & Readence, J. (1986). Anticipation guides: Meaning through prediction. Dubuque, IA: Kendall/Hunt.

preLAS Instructional Strategies

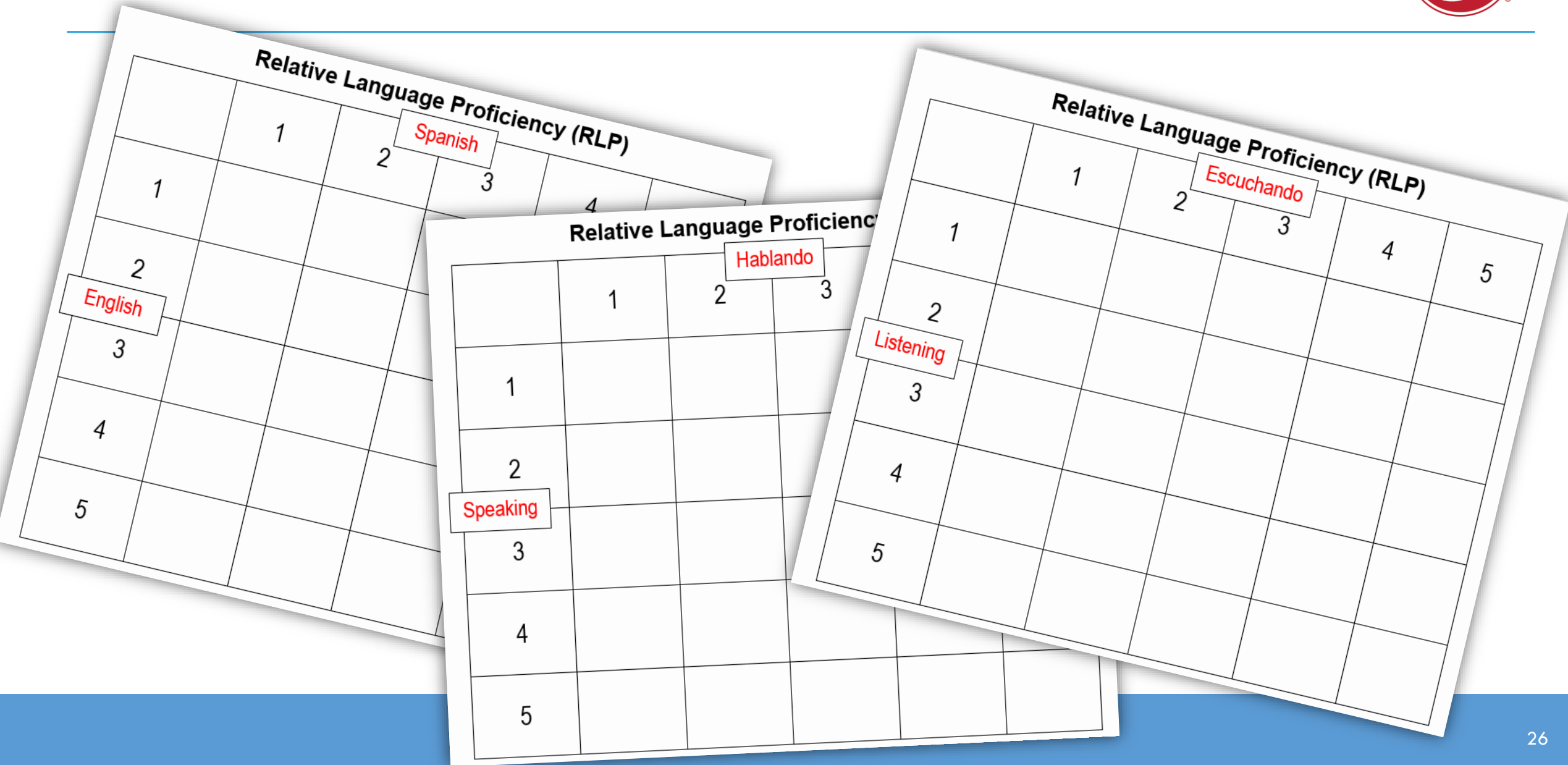
www.LASLinks.com/Texas on the Parent and Teacher Resources Page



- Available for download (at no additional cost!) from the Parent and Teacher Resources
- Teaching activities and strategies designed for preK and Kindergarten classrooms
- Strategies promote oral language (39 strategies) and pre-literacy growth (40 strategies)



Relative Language Proficiency



The image displays three overlapping Relative Language Proficiency (RLP) grids. Each grid is a 5x5 table with a title and a label. The top-left grid is titled 'Relative Language Proficiency (RLP)' and labeled 'Spanish'. The middle grid is titled 'Relative Language Proficiency' and labeled 'Hablando'. The top-right grid is titled 'Relative Language Proficiency (RLP)' and labeled 'Escuchando'. The bottom-left grid is labeled 'English'. The bottom-middle grid is labeled 'Listening'. Each grid has a 5x5 grid structure with numbers 1 through 5 in the top row and left column.

	1	2	3	4	5
1					
2					
3					
4					
5					

	1	2	3	4	5
1					
2					
3					
4					
5					

	1	2	3	4	5
1					
2					
3					
4					
5					

	1	2	3	4	5
1					
2					
3					
4					
5					

	1	2	3	4	5
1					
2					
3					
4					
5					

Thank you!



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