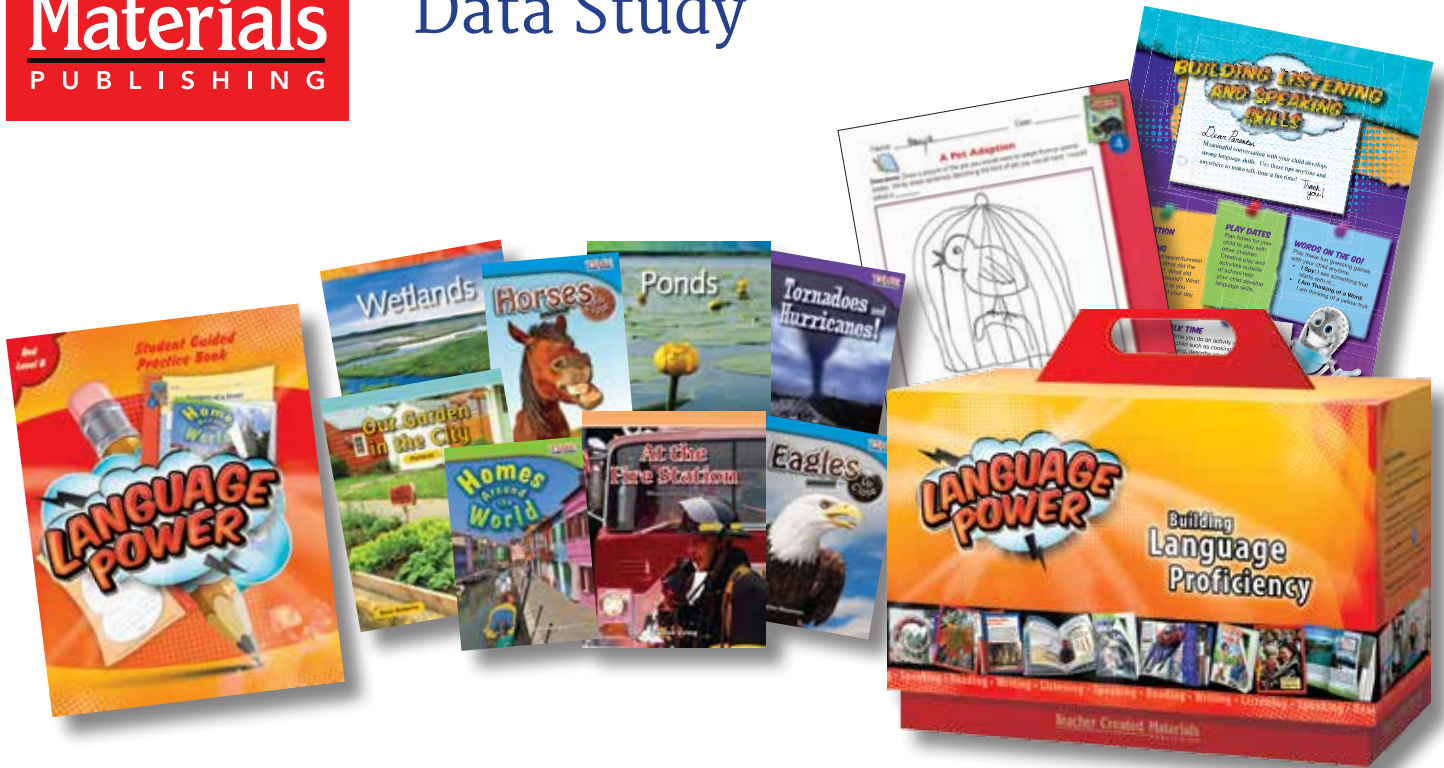


# Language Power Data Study



## Overview and Challenge

Many school districts across the nation find it challenging to orchestrate uniformly designated English Language Development (ELD) instruction that meets the individual proficiency needs of their English language learners.

In 2014, Moreno Valley Unified School District (MVUSD) in California was facing these same challenges. Collaboratively, MVUSD and Teacher Created Materials (TCM) put in place what they termed the *Language Power Half Hour* across five elementary schools.

*Language Power Half Hour* uses TCM's *Language Power* program to provide 30 minutes of daily designated ELD instruction in classrooms, differentiated according to the language proficiency level of each student. Professional development training, model lessons, and coaching were put in place to systematically implement the program.

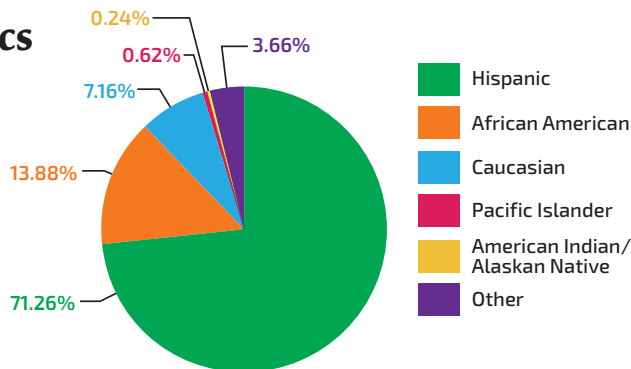
## MVUSD Demographics

### Enrollment

Elementary: 15,733

Free/Reduced Lunch: 82%

English Language Learners: 23%





# Program

*Language Power* is an English language development program that builds students' language skills through relevant content-area topics and themes. English learners benefit from this type of thematic approach to learning because they can connect their learning to a larger context, which makes the information more meaningful (Haas 2000).

*Language Power* also engages students in meaningful language experiences with structured comprehensible input and output and provides students with an authentic purpose for learning academic language functions and forms. The program and lessons are systematically structured to differentiate for students' language proficiency levels and scaffold the acquisition of language.

## Easy-to-Use Components in Each Language Power Kit Grades K-8

- ▶ **30-piece themed and leveled text set** featuring a variety of genres, subjects, and high-interest topics in print and digital formats
- ▶ **Student Guided Practice Book**
- ▶ **Teacher's Guide**
- ▶ **Audio recordings** of texts
- ▶ **Parent Tip Cards** in English and Spanish
- ▶ **Digital resources** including all text set items, audio of texts, Student Guided Practice Book pages, and assessment resources

# Implementation

The goal of the implementation of *Language Power* was to purposefully build students' language proficiency through the required 30 minutes of daily designated ELD instruction. This time was called the *Language Power Half Hour*, and was differentiated for students based on their language proficiency levels.

The program was piloted across grades K-5 in five schools in MVUSD: Chaparral Hills, Creekside, La Jolla, Sunnymead, and Cloverdale. At each school site all students were grouped by language proficiency level and received daily instruction using the *Language Power* program.

Scores from the California English Language Development Test (CELDT) were used to measure students' language proficiency levels from the 2014-2015 school year to the 2015-2016 school year as a result of implementing the program. Due to the success of the program, all 19 elementary schools in MVUSD are now implementing the *Language Power Half Hour*.

# Results

Upon comparing student CELDT\* scores from the 2014–2015 school year to the 2015–2016 school year, results showed that students who participated in the *Language Power* Half Hour made overall significant gains in proficiency levels after just one year of implementation. Across the five schools, beginner and early intermediate levels decreased 14% while early advanced and advanced levels increased a combined total of 14% (see Figure A). The highest gain achieved was at Creekside Elementary with over 20% growth in advanced and early advanced levels and over 20% decrease in beginning and early intermediate levels (see Figure B).

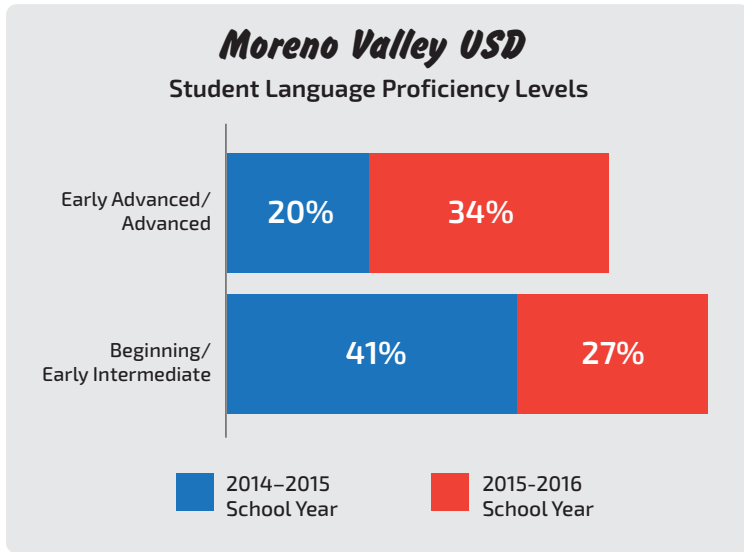


Figure A

After implementation, more students moved into the advanced levels and fewer students remained in beginner and early intermediate levels.

\*CELDT is the California English Language Development test given once a year to assess language proficiency.

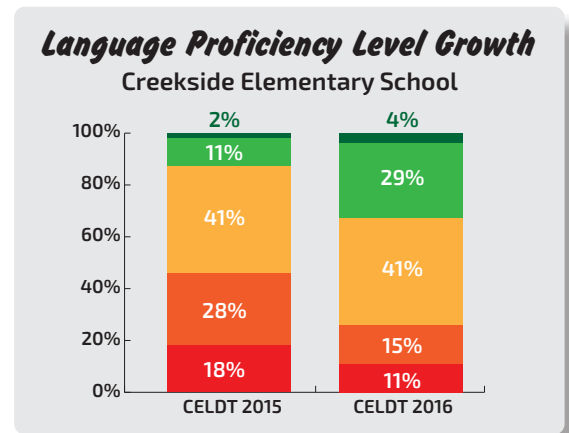


Figure B

Creekside Elementary School language proficiency growth

# Testimonials

“The students really had opportunities for discourse and they were able to use the language of the skill they were practicing.”  
— Scott Kossak  
English Language

“*Language Power* has been an invigorating addition to our English Learner Program. The nonfiction texts are highly engaging and offer a variety of learning opportunities for the students. The Teacher’s Guide allows for instructional flexibility to meet the diverse needs of the students.”  
— April Tulp  
Grade 3 Teacher

“I really enjoyed the fact that the lessons and the readers coincide with what we are already teaching, so it adds on value!”  
— Cecilia Aguilar  
Grade 3 teacher



## Our Mission

Teacher Created Materials develops innovative and imaginative educational materials and services for students worldwide. Everything we do is created *by teachers for teachers* and students to make teaching more effective and learning more fun.

To Create a World <sup>in</sup> which  
Children Love to Learn!

## Contact Us

For more information on *Language Power* and any of our standards- and research-based products, please visit us at [www.tcmpub.com/administrators](http://www.tcmpub.com/administrators).

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## Reference Cited

Haas, M. 2000. Thematic, Communicative Language Teaching in the K–8 Classroom. ERIC digest. DC: ERIC Clearinghouse on Languages and Linguistics.