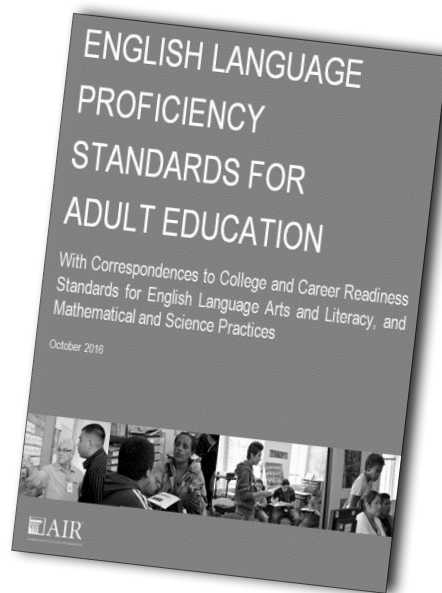




# The **LIFT** for the *SHIFTS*

## *Working with the ELPS* (*English Language Proficiency Standards*)



Facilitated by  
Lori Howard, CASAS  
Sylvia Ramirez, MiraCosta College  
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## Session leader bios:



**Lori  
Howard**

Lori Howard is an ESL consultant, teacher educator and author of reading textbooks for adult ESL learners including the *Read All About It* and the *Read and Reflect* series. She is also AEFLA/WIOA II Program Specialist Coordinator for CASAS and a frequent presenter at state and international conferences. Her many years of experience in the field includes teaching ESL, administering ESL programs and being a TV/Video teacher on the Los Angeles Unified School District's *Learning English Series*.



**Sylvia  
Ramirez**

Sylvia G. Ramirez is a Professor Emeritus at MiraCosta College, a teacher educator, writer, consultant and the recipient of the Hayward Award for excellence in education, honoring her teaching and professional activities. She is a co-author of *Ventures* from Cambridge University Press.



**Jayme  
Adelson-Goldstein**

Jayme Adelson-Goldstein is a teacher educator, author and curriculum consultant. She works with various district, state and federal agencies on technical assistance and teacher education projects and is a frequent presenter at international, national and state conferences. She is the co-author of the *Oxford Picture Dictionary*, *Read and Reflect* and series director of *Step Forward*.

# OUR OBJECTIVES

- Become familiar with the 2016 ELP Standards report
- Consider the 10 ELP standards
- Connect the ELPS to CCRS implementation
- Discuss ways the ELPS may enhance your English language instruction

## TASK 1:

- Complete the T-chart with your colleagues.
- You'll have 90 seconds.  
(Aim for at least two items on each side of the chart.)

A LOOK AT ENGLISH LANGUAGE INSTRUCTION	
<i>Over the past 17 years what has...</i>	
Remained the same	Changed

# Mini-lecture

- Star the slides that correlate to the lecture points with which you are already familiar.
- Make notes beneath the slides of anything you want to remember.

**Instructional Shifts in Adult Education**

► Integration of content areas

A Venn diagram with three overlapping circles. The top circle is purple and labeled 'Civics'. The bottom-left circle is blue and labeled 'Career Readiness'. The bottom-right circle is green and labeled 'Career Training'.

**Instructional Shifts in Adult Education**

► Integration of transition skills at all levels

A hand is shown holding a globe. The globe is covered in various words related to skills and learning, including 'training', 'skills', 'abilities', 'experience', 'employment', 'education', 'learning', and 'development'.

**Instructional Shifts in Adult Education**

► Intentional instruction in the language used to demonstrate higher order thinking and problem solving skills

A person wearing a climbing harness and helmet is climbing a rock face. The text 'Climb High' is written at the bottom right.

**Instructional Shifts in Adult Education**

► Focusing on Depth of Knowledge

- De-emphasis of rote memory & surface level understanding
- Moving beyond formulas & facts
- Close reading

A diver is shown underwater, looking towards the camera. The text 'Dive Deep' is written at the bottom right.

**Shift in the Relationship between Acquiring Language Proficiency & Acquiring Content Knowledge**

Sequential Relationship

Parallel Relationship

The diagram shows two models. The 'Sequential Relationship' shows a blue box labeled 'ELP' with an arrow pointing to a purple box labeled 'CONTENT'. The 'Parallel Relationship' shows a purple box labeled 'CONTENT' on top of a blue box labeled 'ELP'.

**Instructional Shifts in Adult Education**

► Prioritizing Content-Rich Informational Text

A stack of books is shown, including one titled 'Dian Gorillas'. A TED talk video thumbnail is also visible, showing a woman speaking.

**Instructional Shifts in Adult Education**

► Emphasize Academic Language

- Teach explicitly
- Encourage production
- Choose texts with rich academic language

Why don't we examine this section first?

Three students are shown sitting at a table, reading a book together. One student is pointing to a section in the book.

**Instructional Shifts in Adult Education**

► Focus on textual evidence

- Require use of texts to support claims, conclusions, etc.

See here? The author states...

Three students are shown sitting at a table, reading a book together. One student is pointing to a section in the book.

**The source of these SHIFTS**

College and Career Readiness Standards for Adult Education

The cover of the 'College and Career Readiness Standards for Adult Education' is shown, featuring the text 'Learn to Read' and 'Learn to Write'.

**The source of these SHIFTS**

Identifies specific language & analytical practices students need to perform..

The cover of the 'College and Career Readiness Standards for Adult Education' is shown, featuring the text 'Learn to Read' and 'Learn to Write'.

**Released October 2016 from OCTAE**

- Based on ELPA21
- Panelists worked with OCTAE to tweak the ELPA21 standards to fit the adult ESL context.
- ELPS' goal is to support language learners in achieving CCRS for adult education.

The cover of the 'English Language Proficiency Standards for Adult Education' is shown, featuring the text 'ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION'.

**State Adopted Academic Content Standards for AE**

Guiding Principles for Adult ELLs & Instruction for English Language Acquisition

The cover of the 'English Language Proficiency Standards for Adult Education' is shown, featuring the text 'ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION'.

**What We're Working with Today**

- Introduction & Overview
- Guiding Principles
- View ONE of standards
- View TWO of standards
- Correspondences grids (how ELPs connect with CCRS ELA standards, the Math Practices, and the Science Practices)
- Four classroom vignettes of teachers using the standards
- References, Glossary
- Brief examples of supports & scaffolds

The cover of the 'English Language Proficiency Standards for Adult Education' is shown, featuring the text 'ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION'.

## **TASK 2: A LOOK AT THE ELPS GUIDING PRINCIPLES**

- Of these 10 guiding principles, which 1-2 are the most critical?
- Which (if any) are puzzling to you?
- What's one principle you would add?

### **GUIDING PRINCIPLES (p. 8-10)**

- 1. Adult ELLs have the potential to meet state-adopted challenging academic standards.**
- 2. Adult ELLs represent a diverse population of learners.**
- 3. Adult ELLs' funds of knowledge are a resource for their learning.**
- 4. Social language has an important role in ELLs' English language acquisition.**
- 5. Three key instructional advances form the basis of state-adopted content standards in English language arts in AE that ELLs must access.**
- 6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.**
- 7. Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.**
- 8. ELLs with disabilities have specific instructional needs.**
- 9. Multimedia technology aligned to ELP Standards for AE should be integrated into instruction.**
- 10. Academic language instructions should be incorporated into all content lessons, including mathematics and science.**

### TASK 3: ANALYZING THE STANDARDS

- Team up with two or three colleagues.
- Take turns: read the standards and determine which category(ies) each belongs in.
- Write the numbers of the standards in the charts.

**Chart 1: Categorize the standards under these headings:**

productive language	receptive language	interactive language

**Chart 2: Categorize the standards under these headings:**

content specific	micro-linguistic features

## English Language Proficiency Standards for Adult Education

1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
3. speak and write about level-appropriate complex literary and informational texts and topics.
4. construct level-appropriate oral and written claims and support them with reasoning and evidence.
5. conduct research and evaluate and communicate findings to answer questions or solve problems.
6. analyze and critique the arguments of others orally and in writing.
7. adapt language choices to purpose, task, and audience when speaking and writing.
8. determine the meaning of words and phrases in oral presentations and literary and informational text.
9. create clear and coherent level-appropriate speech and text.
10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

## TASK 4: JIGSAW ON VIEW ONE OF THE ELPS

- Use the questions to explore View One of ELP Standard 1 below.
  - #1: Which skills are the focus in this standard? Circle them.
  - #2: What's the range of abilities covered in this standard? Underline them.
  - #3: What connections can you make between the CCR standards, the Math Standards, and the Science and Engineering Standards? Draw lines between them.

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"> <li>identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"> <li>identify the main topic in oral presentations and simple spoken and written texts</li> <li>retell a few key details.</li> </ul>	By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none"> <li>determine a central idea or theme in oral presentations and spoken and written texts</li> <li>retell key details</li> <li>answer questions about key details</li> <li>explain how the theme is developed by specific details in texts</li> <li>summarize part of a text.</li> </ul>	By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none"> <li>determine a central idea or theme in oral presentations and spoken and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from texts to support the analysis</li> <li>summarize a text.</li> </ul>	By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to: <ul style="list-style-type: none"> <li>determine central ideas or themes in oral presentations and spoken and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from texts to support the analysis</li> <li>summarize a text.</li> </ul>

when engaging in one or more of the following content-specific practices:

**MP1.** Make sense of problems and persevere in solving them.

**SP1.** Ask questions and define problems.

when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

### Reading

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### Speaking and Listening

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.



## MINI LECTURE ON VIEW/ TWO OF THE ELPs

### Reading Standards

**CCR Reading Anchor 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

#### CCR Reading 8 Level E

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)

ELP Standard 6	Level 1	Level 2	Level 3	Level 4	Level 5
An ELL can... analyze and critique the arguments of others orally and in writing.	By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• identify a point an author or a speaker makes.</li> </ul>	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• identify the main argument an author or speaker makes</li> <li>• identify one reason an author or a speaker gives to support the argument.</li> </ul>	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• explain the reasons an author or a speaker gives to support a claim</li> <li>• identify one or two reasons an author or a speaker gives to support the main point.</li> </ul>	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• analyze the reasoning in persuasive spoken and written texts</li> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite textual evidence to support the analysis.</li> </ul>	By the end of English language proficiency level 5, an ELL can... <ul style="list-style-type: none"> <li>• analyze and evaluate the reasoning in persuasive spoken and written texts</li> <li>• determine whether the evidence is sufficient to support the claim</li> <li>• cite specific textual evidence to thoroughly support the analysis.</li> </ul>

# PRACTICE PLANNING INSTRUCTION WITH THE ELPS

## 1. READ THE SCENARIO

*In the following scenario, an instructor of an Integrated English Literacy (IEL) Civics class is very familiar with the CCR Standards. She wants to support her students in reaching these. She uses View Two of the ELP Standards for AE and the correspondences to the relevant CCR English Language Arts and Literacy to inform her instruction.*

### IEL Civics Class

Elena's intermediate adult IEL Civics class focuses on speaking and listening skills. The class meets 5 days a week for 1 hour each day. As she is beginning a unit on career exploration, she identifies three key objectives for the unit. They are as follows:

- Conduct a research project on a career cluster and its related jobs.
- Build knowledge of a specific job of interest to the student.
- Present information about this specific job.

As a culminating assignment, Elena will have each student prepare a short oral presentation with a slideshow about a job of his or her choosing. Elena knows that the objectives she has in mind correspond well to CCR Writing Anchor Standard 7 and CCR Speaking & Listening Anchor Standard 4. CCR W7 is: *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.* CCR SL4 is: *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.*

By flipping to View Two of the ELP standards, she sees that ELP Standard 5 corresponds to CCR Writing Anchor Standard 7. She also sees that ELP Standards 3, 4, 5, and 9 provide guidance on the language demands for CCR Speaking & Listening Anchor Standard 4. In particular, ELP Standards 3 and 5 highlight language skills focused on oral presentations and conducting research projects. ELP Standard 3 is: *An ELL can speak and write about level-appropriate complex literary and informational texts and topics.* ELP Standard 5 is: *An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.*

She focuses her attention on ELP levels 2–4 (where her wide range of intermediate students fall) of ELP Standards 3 and 5. Using the level descriptors as a guide, she can easily craft activities with varying levels of challenge for her students. For example, ELP 5 suggests that her lower level students can gather information from provided print and digital sources, record simple notes, and summarize key information. Her higher level students can find their own resources, synthesize information from these sources, and integrate the information into an organized oral or written report.

Elena knows that by basing her lesson ideas on these varying tasks, her students are well on their way to reaching this rigorous CCR Standard. By engaging in the tasks Elena has designed, her adult ELLs are touching on several other CCR Standards for Adult Education. They are also learning about a specific career pathway and gaining confidence in formal communication in English.

## 2. HIGHLIGHT THE RESPONSES TO THESE QUESTIONS IN THE SCENARIO ABOVE.

- Which view would Elena look at?
- Which standards are addressed?
- Which ELP Level descriptors would Elena select?

## 3. REVIEW THE CHART ON THE NEXT PAGE.

**Sample Instructional Planning Chart**  
**(Based on Integrated English Literacy (IEL) Civics Class Scenario from ELPS Page 32)**

<b>Lesson Objective:</b> <i>Conduct a research project on a career cluster and its related jobs*</i>				
<b>Level:</b> <u>Intermediate</u>			<b>Level Descriptors:</b> <u>ELPS 2-4</u>	
<b>CCRS</b>	<b>Writing Anchor 7:</b> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation			
<b>ELPS</b>	<b>ELP Standard 5</b> <i>(based on first part of the scenario)</i> An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems			
<b>Based on Elena's lesson</b>	<b>Skill Area Focus</b> (based on first part of the scenario) Reading/ Writing			
	<b>Identified Skills</b> <i>Which skills are necessary to achieve the standard?</i>	<b>Sample Strategies</b> <i>Which strategies do instructors teach to help learners attain the identified skills?</i>	<b>Instructional Concerns</b> <i>What issues might impede learners' progress?</i>	<b>Sample Scaffold</b> <i>How do instructors support learning and differentiate instruction to meet learners' needs and goals?</i>
	<ul style="list-style-type: none"> <li>Carry out short individual or shared research projects.</li> </ul>	<ul style="list-style-type: none"> <li>Break down a project into steps/tasks.</li> <li>Use a checklist to keep track of steps.</li> </ul>	<i>Class is multilevel</i>	<ul style="list-style-type: none"> <li>Form mixed ability groups.</li> <li>Assign team roles according to proficiency e.g. recorder, artist, researcher, reporter</li> </ul>
			<i>Research process is complex</i>	<ul style="list-style-type: none"> <li>Have students practice process step-by-step.</li> </ul>
	<ul style="list-style-type: none"> <li>Gather information from provided print and digital sources.</li> </ul>	<ul style="list-style-type: none"> <li>Use an outline or table to take notes.</li> </ul>	<i>Learners struggle with note taking</i>	<ul style="list-style-type: none"> <li>Provide graphic organizers for main ideas/key details and model completing information.</li> </ul>
<ul style="list-style-type: none"> <li>Organize research findings.</li> </ul>	<ul style="list-style-type: none"> <li>Review notes and delete unimportant ideas; sequence the information.</li> </ul>	<i>Learners need support organizing their notes into a report.</i>	<ul style="list-style-type: none"> <li>Use think alouds to model organizing process.</li> </ul>	

\*Note: there are two additional unit objectives for this scenario but they are not the focus of this chart:

- build knowledge of a specific job of interest to the student and
- present information about this specific job.

## Writing Standards

**CCR Writing Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

### CCR Writing 7 Level E

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)

ELP Standard 5	Level 1	Level 2	Level 3	Level 4	Level 5
<p><b>An ELL can...</b> conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p><b>By the end of English language proficiency level 1, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• carry out short, shared research projects</li> <li>• gather information from a few provided print and digital sources</li> <li>• label collected information, experiences, or events</li> <li>• recall information from experience or from a provided source.</li> </ul>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• carry out short individual or shared research projects</li> <li>• gather information from provided print and digital sources</li> <li>• record information in simple notes</li> <li>• summarize data and information.</li> </ul>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> with support,</p> <ul style="list-style-type: none"> <li>• carry out short research projects to answer a question</li> <li>• gather information from multiple provided print and digital sources</li> <li>• paraphrase key information in a short written or oral report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• provide a list of sources.</li> </ul>	<p><b>By the end of English language proficiency level 4, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• integrate information into an organized oral or written report</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources appropriately.</li> </ul>	<p><b>By the end of English language proficiency level 5, an ELL can...</b></p> <ul style="list-style-type: none"> <li>• carry out both short and more sustained research projects to answer a question or solve a problem</li> <li>• gather information from multiple print and digital sources</li> <li>• evaluate the reliability of each source</li> <li>• use advanced search terms effectively</li> <li>• synthesize information from multiple print and digital sources</li> <li>• analyze and integrate information into clearly organized spoken and written texts</li> <li>• include illustrations, diagrams, or other graphics as appropriate</li> <li>• cite sources appropriately.</li> </ul>

# PRACTICE PLANNING INSTRUCTION WITH THE ELPS (YOUR TURN)

## 1. READ THE SCENARIO

*In the following scenario, an instructor of a low-intermediate English language acquisition class realizes his students might not understand the lesson he originally planned. He wants to adapt it so that the lesson is more appropriate for them. He uses View One of the ELP Standards for AE and the correspondences with the CCR Reading Standards to inform his instruction.*

### What It Looks Like in Practice

#### Low-Intermediate English Language Acquisition Class

Carlos organizes his low-intermediate general skills ESL class by themes. This month he is focusing on the local community and characteristics of a good community. His students have learned about places in the community and what you do there. For example, they have talked about banks, schools, the post office, and stores.

Now he's turning his emphasis to improving the community through activities such as a neighborhood watch and block clubs. Students are using the Internet and flyers to conduct small research projects to find out about these activities. At the end of the week students will work in a group to create a poster illustrating different ways that people improve their communities. Then, they will showcase their poster to the class.

Carlos knows that he wants his students to read authentic materials such as websites and flyers about neighborhood activities. However, he also realizes that students may find these materials challenging to understand. To shape his upcoming lessons and assist his students in gathering useful information from the difficult readings, he looks at **View One** of the ELP standards. In particular, he focuses on ELP Standard 1. ELP Standard 1 says *An ELL can construct meaning from...informational text through level-appropriate listening, reading, and viewing.*

Carlos first looks at ELP Standard 1, levels 2–3 (where his students generally fit). He realizes that the objectives of his reading-focused lessons can center on identifying the main topic and a few key details for his Level 2 students. He also sees that his more proficient Level 3 students can be expected to answer questions about key details and summarize part of the text. Carlos also notes that the lessons he's planning to help his students access complex texts correspond to CCR Reading Standards 1, 2, and 7.

## 2. HIGHLIGHT THE RESPONSES TO THESE QUESTIONS IN THE SCENARIO ABOVE.

- Which view does Carlos look at?
- Which standards are addressed?
- Which ELP Level descriptors does Carlos plan to work with?

## 2. COMPLETE THE CHART ON THE NEXT PAGE.

## Your Turn: Instructional Planning Chart

(Based on Low Intermediate English Language Acquisition Class Scenario from ELPS, page 31)

<b>Lesson Objective:</b> <i>Read authentic community materials in order to gather information about local improvement activities and needs.</i>				
<b>Level:</b> <u>Intermediate</u>		<b>Level Descriptors:</b> <u>ELPS 2 - 3</u>		
<b>ELPS</b>	<b>ELP Standard 1</b> An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, <b>reading</b> , and viewing.			
<b>CCRS</b>	<b>Corresponds to CCR Reading Anchor Standards 1, 2, and 7</b> RA1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RA2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RA7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words			
<b>Skill Area Focus:</b> Reading				
<b>Based on Carols' lesson</b>	<b>Identified Skills</b> <i>Which skills are necessary to achieve the standard?</i>	<b>Sample Strategies</b> <i>Which strategies do instructors teach to help learners attain the identified skills?</i>	<b>Instructional Concerns</b> <i>What issues might impede learners' progress?</i>	<b>Sample Scaffold</b> <i>How do instructors support learning and differentiate instruction to meet learners' needs and goals?</i>
	<ul style="list-style-type: none"> <li>• Identify the central idea or theme in written texts.</li> </ul>	<ul style="list-style-type: none"> <li>• Read the first line in each paragraph.</li> </ul>	<p style="text-align: center;"><i>Learners often struggle to identify the central idea.</i></p>	<ul style="list-style-type: none"> <li>• Give wait time when asking questions.</li> </ul>
	<ul style="list-style-type: none"> <li>• Retell key details.</li> </ul>			

## View One

View One of the ELP Standards for AE displays each ELP Standard and its Level 1–5 descriptors. It also includes correspondences to the Mathematical Practices (MP) and Science Practices (SP) and the CCR English Language Arts and Literacy Standards for AE.

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
<b>An ELL can...</b> construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	<b>By the end of English language proficiency level 1, an ELL can...</b> use a very limited set of strategies to: <ul style="list-style-type: none"> <li>identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul>	<b>By the end of English language proficiency level 2, an ELL can...</b> use an emerging set of strategies to: <ul style="list-style-type: none"> <li>identify the main topic in oral presentations and simple spoken and written texts</li> <li>retell a few key details.</li> </ul>	<b>By the end of English language proficiency level 3, an ELL can...</b> use a developing set of strategies to: <ul style="list-style-type: none"> <li>determine a central idea or theme in oral presentations and spoken and written texts</li> <li>retell key details</li> <li>answer questions about key details</li> <li>explain how the theme is developed by specific details in texts</li> <li>summarize part of a text.</li> </ul>	<b>By the end of English language proficiency level 4, an ELL can...</b> use an increasing range of strategies to: <ul style="list-style-type: none"> <li>determine a central idea or theme in oral presentations and spoken and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from texts to support the analysis</li> <li>summarize a text.</li> </ul>	<b>By the end of English language proficiency level 5, an ELL can...</b> use a wide range of strategies to: <ul style="list-style-type: none"> <li>determine central ideas or themes in oral presentations and spoken and written texts</li> <li>analyze the development of the themes/ideas</li> <li>cite specific details and evidence from texts to support the analysis</li> <li>summarize a text.</li> </ul>

when engaging in one or more of the following content-specific practices:

**MP1.** Make sense of problems and persevere in solving them.

**SP1.** Ask questions and define problems.

when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:

### Reading

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

### Speaking and Listening

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

### Instructional Planning Chart Template

<b>Lesson Objective:</b> Level: _____ <span style="float: right;"><b>Level Descriptors: ELPS</b> _____</span>				
<b>ELPS</b>	ELP Standard(s) _____			
<b>CCRS</b>	CCR Anchor Standard(s) _____			
<b>Based on th Lesson Objective:</b>	<b>Skill Area Focus:</b>			
	<b>Identified Skills</b> <i>Which skills are necessary to achieve the standard?</i>	<b>Sample Strategies</b> <i>Which strategies do I need to teach to help learners attain the identified skills?</i>	<b>Instructional Concerns</b> <i>What issues might impede my learners' progress?</i>	<b>Sample Scaffold</b> <i>How can I support learning and differentiate instruction to meet my learners' needs and goals?</i>



**Table C–1. Supports and Scaffolding Recommendations by Level<sup>13</sup>**

	ELP Levels 1–2	ELP Levels 3–4	ELP Level 5
<b>Teacher Language and Teacher–Student Exchanges</b>	<ul style="list-style-type: none"> <li>• Give wait time</li> <li>• Use contextualized language about concrete topics</li> <li>• Repeat, paraphrase, model, and gesture</li> <li>• Use think alouds to model processes and language</li> <li>• Give one-step directions</li> <li>• Use native language as appropriate</li> <li>• Have students demonstrate understanding by pointing or gesturing</li> <li>• Concentrate on meaning rather than correctness</li> </ul>	<ul style="list-style-type: none"> <li>• Give wait time</li> <li>• Use contextualized language about concrete and abstract topics</li> <li>• Repeat, paraphrase, and model</li> <li>• Use think alouds to model process and language</li> <li>• Concentrate on meaning rather than correctness</li> </ul>	<ul style="list-style-type: none"> <li>• Model complex grammatical language about both concrete and abstract topics</li> </ul>
<b>Materials and Activities</b>	<ul style="list-style-type: none"> <li>• Build background</li> <li>• Use visuals</li> <li>• Use total physical response (TPR)</li> <li>• Use graphic organizers</li> <li>• Use illustrations and photos to show student understanding</li> <li>• Use native language texts or ELP level-appropriate texts as a supplement to complex texts</li> <li>• Purposefully teach vocabulary</li> <li>• Provide bilingual glossaries</li> <li>• Provide word/phrase cards with photo or illustration for definition</li> <li>• Provide audio books (in English and native language) to support content learning</li> <li>• Provide sentence starters and frames</li> <li>• Draw and label or write words/short sentences</li> <li>• Complete vocabulary log with images</li> </ul>	<ul style="list-style-type: none"> <li>• Build background</li> <li>• Use visuals</li> <li>• Use TPR</li> <li>• Use graphic organizers</li> <li>• Use acting or role plays to demonstrate student understanding</li> <li>• Use native language texts or ELP level-appropriate texts as a supplement to complex texts</li> <li>• Purposefully teach vocabulary</li> <li>• Provide bilingual glossaries</li> <li>• Provide word/phrase cards with photo or illustration for definition</li> <li>• Provide audio books (in English and native language) to support content learning</li> <li>• Provide word/phrase banks</li> <li>• Provide sentence starters and frames</li> </ul>	<ul style="list-style-type: none"> <li>• Build background</li> <li>• Use visuals</li> <li>• Use graphic organizers</li> <li>• Purposefully teach vocabulary</li> <li>• Provide bilingual glossaries</li> <li>• Provide audio books (in English) to support content learning</li> <li>• Analyze complex grammatical language about both concrete and abstract topics</li> </ul>
<b>Student Groupings</b>	<ul style="list-style-type: none"> <li>• Partner work (with additional scaffolds)</li> <li>• Small groups (with teacher support and additional scaffolds)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work (with additional scaffolds)</li> <li>• Small groups (with additional scaffolds)</li> </ul>	<ul style="list-style-type: none"> <li>• Partner work</li> <li>• Small groups</li> </ul>

<sup>13</sup> Adapted from WIDA Consortium. (n.d.). *WIDA support examples across levels*. Retrieved from <https://lincwellell.wikispaces.com/file/view/WiDA+Support++Examples+Across+Levels.pdf>

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**Instructional Planning Chart for Intermediate ELA Class -  
Jayme, Lori, & Sylvia's Version (See gray text)**

<b>Lesson Objective:</b> <i>Read authentic community materials in order to gather information about local improvement activities and needs.</i>				
<b>Level:</b> <u>Intermediate</u>			<b>Level Descriptors:</b> <u>ELPS 2 - 3</u>	
<b>ELPS</b>	<b>ELP Standard 1</b> An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, <b>reading</b> , and viewing.			
	<b>Corresponds to CCR Reading Anchor Standards 1, 2, and 7</b> RA1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. RA2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. RA7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words			
<b>CCRS</b>	<b>Skill Area Focus:</b> Reading			
	<b>Identified Skills</b> <i>Which skills are necessary to achieve the standard?</i>	<b>Sample Strategies</b> <i>Which strategies do instructors teach to help learners attain the identified skills?</i>	<b>Instructional Concerns</b> <i>What issues might impede learners' progress?</i>	<b>Sample Scaffold</b> <i>How do instructors support learning and differentiate instruction to meet learners' needs and goals?</i>
	<ul style="list-style-type: none"> <li>Identify the central idea or theme in written texts.</li> </ul>	<ul style="list-style-type: none"> <li>Read the first line in each paragraph.</li> </ul>	<i>Learners often struggle to identify the central idea.</i>	<ul style="list-style-type: none"> <li>Give wait time when asking questions.</li> <li><i>Use think alouds to model process of identifying the main idea</i></li> </ul>
		<ul style="list-style-type: none"> <li><i>Read the first and last paragraph.</i></li> </ul>		
<ul style="list-style-type: none"> <li>Retell key details.</li> </ul>	<ul style="list-style-type: none"> <li><i>Highlight/annotate key details in text while reading.</i></li> <li><i>Use text cues or signal words to identify key details, (e.g. Three reasons for___; This happens because___; etc.)</i></li> <li><i>Use cues in text dependent questions to help locate key details.</i></li> </ul>	<i>Learners have difficulty identifying key details and putting them into their own words.</i>	<ul style="list-style-type: none"> <li><i>Concentrate on meaning rather than correctness.</i></li> <li><i>Model circling the key details</i></li> <li><i>Give language frames to help learners retell key details.</i></li> </ul>	
<b>Based on Carols' lesson</b>				