What teachers need to know about the English Language Proficiency Standards

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Who's in the room?

- ESL/ESOL teacher
- Administrator or Program Coordinator
- CTE or "Content" teacher (ABE math, ASE, CTE)
- Curriculum developer

Vocabulary of the ELPS:
Individual Work or Small Group Discussion

- ▶ What are the ELPS?
- ▶ What is differentiation?
- ▶ What is scaffolding?

Background

▶ We know that the CCRS bump up the rigor in our classrooms.

▶ However, the CCRS weren't created for adult English Language Learners.

Enter the ELPS in fall 2016

▶ ELPS Don't Replace the CCRS!!!!!

▶ They are a **language "lift"** to help students reach and engage successfully in the CCRS.

▶ ELPS help us differentiate and scaffold instruction for diverse learners.

CCRS

ELPS

Our Diverse Learners

▶ The 10 Guiding Principles describe our students'

  ▶ Strengths

  ▶ Needs

  ▶ Instructional demands and resources
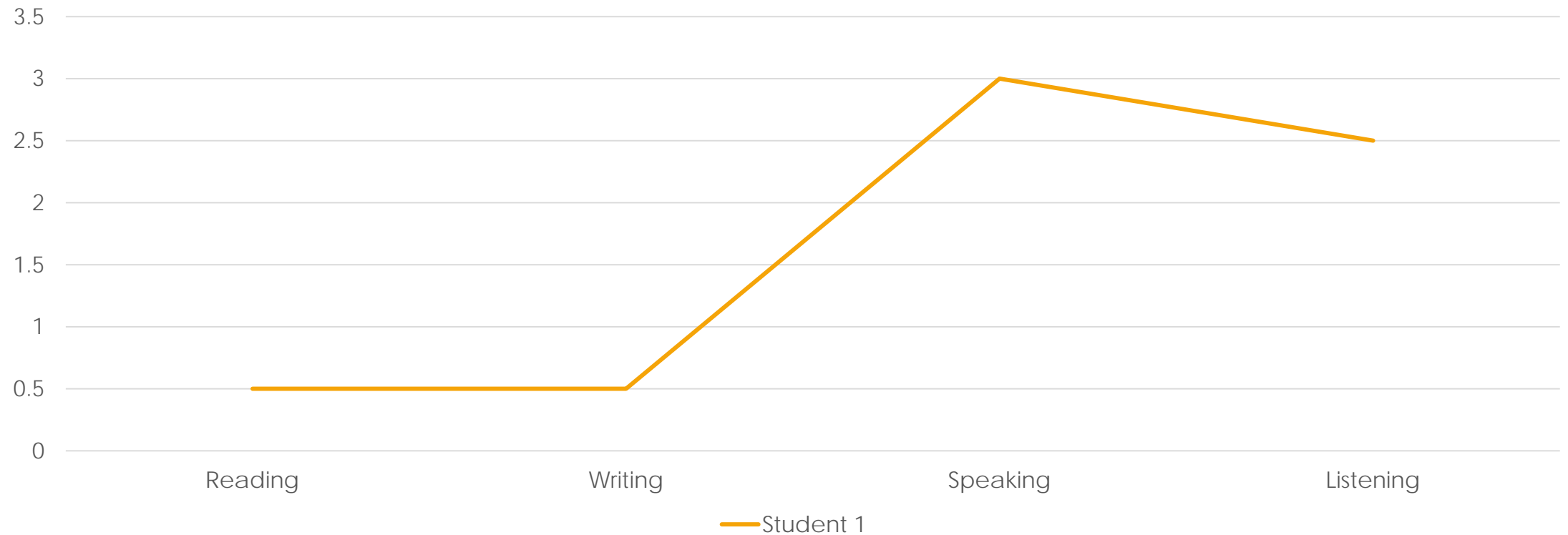
Guiding Principles: Ranking Activity

Handouts
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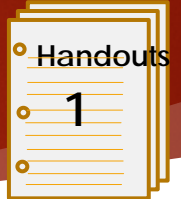
Determine the top three in importance

1. Individually first
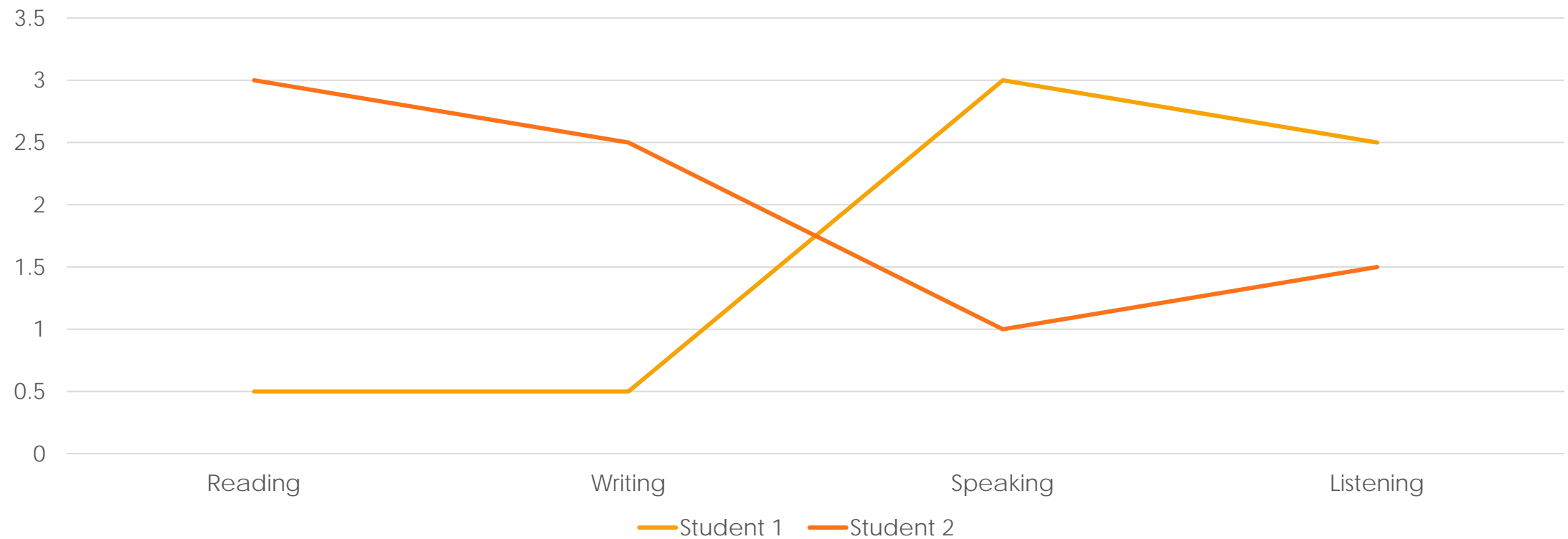2. With a partner or small group next

Why Our Classes Are Multilevel

Level 2 Class
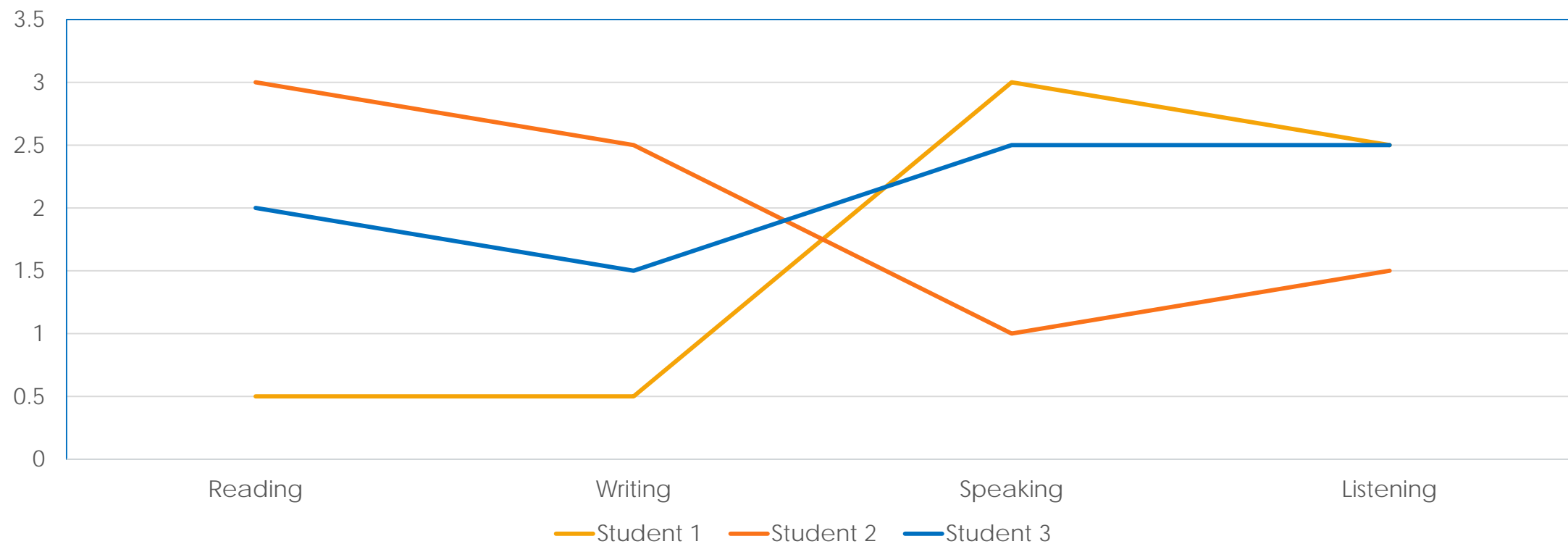
Why Our Classes Are Multilevel

Level 2 Class

Why Our Classes Are Multilevel

Level 2 Class

Three themes of the standards

1. **Differentiating**

   Assessing

2. **Scaffolding**

3. **(Supporting ELLs in content classes)**

Assessment

What do you do about this at the beginning of a class?

How do you assess?

1. listening
2. speaking
3. reading
4. writing

Quickie Assessments
for same skill level grouping

▶ **Listening/Speaking:**
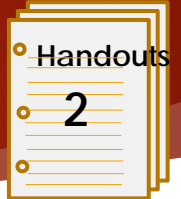
  ▶ Oral interview

  ▶ CASAS listening test + oral interview

▶ **Reading:**

  ▶ One-on-one (student-teacher) oral reading assessment

    ▶ How is their fluency?

    ▶ How is their comprehension?

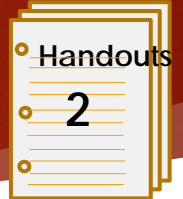▶ **Writing:**

  ▶ Short writing sample

What are the Standards exactly?

Handouts
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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.**

What are the Standards exactly?

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.

Getting to know you…Sorting tasks!

Sort the 10 standards into four groups, those that emphasize:

a. ***productive*** *language:* **P**

b. ***receptive*** *language:* **R**

c. ***interactive*** *language:* **I**

d. ***micro-linguistic*** *features that serve*

larger understanding: **M**

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Getting to know you…Sorting tasks!

Handouts
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- a. **productive** *language:* **P = 2-7, 9-10**
- b. **receptive** *language:* **R = 1-3, 5-6, 8**
- c. **interactive** *language:* **I = 2-3, 5-6**
- d. **micro-linguistic** *features that serve*
  larger understanding: **M = 8-10**
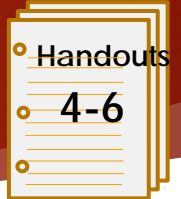
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"Big Bang for the Buck Activities"
by Doreen Ewert, University of SF, 2017

#1: RANKING and SORTING

A Classroom Example

Handouts
4-6

▶ Carlos' Low Intermediate ESL Class

▶ Partner Jigsaw Reading in Handout

("Big Bang for the Buck Activity #2)

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.

What are the effective, evidence-based strategies Carlos employs?

Applying the Standards:
Steps to connecting the CCRS & ELPS

1. Assess students

2. Identify the CCR Standard

3. Create objective

4. Connect the CCR Standard to the ELP Standard.

5. Differentiate with level ELPS descriptors

6. Scaffold instruction

STEP 1
Assess students.

STET 2.
Identify the CCR Standard

STEP 3.
Write an objective based on the Standard
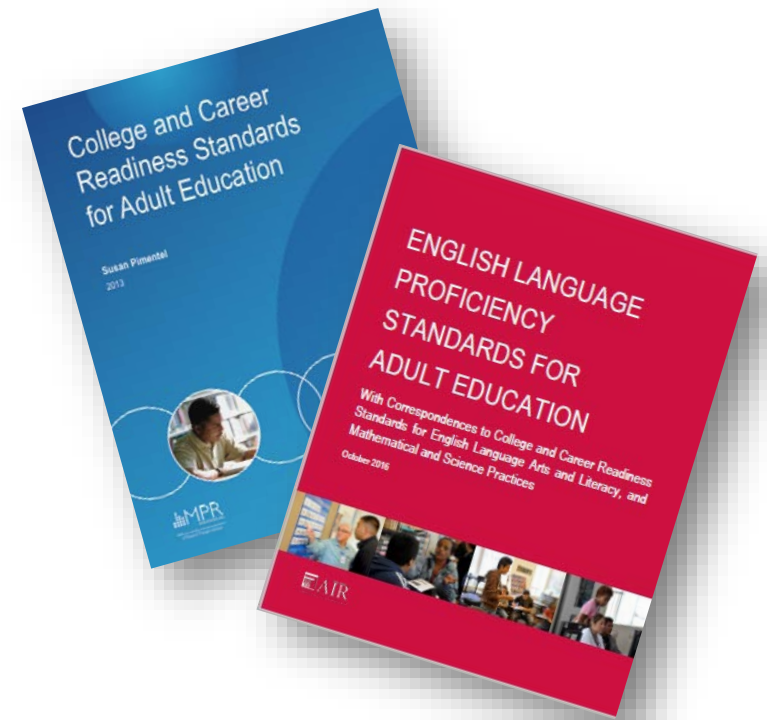
4. THE RESULTS: COLLEGE AND CAREER READINESS STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY
READING STANDARDS

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A	B	C	D	E
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. *(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)*[4]				
Ask and answer questions about key details in a text. (RI/RL.1.1)	Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (RI/RL.2.1)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.4.1) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI/RL.5.1)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.7.1) • *Application:* cite specific textual evidence to support analysis of primary and secondary sources. (RH.6-8.1) • *Application:* cite specific textual evidence to support analysis of science and technical texts. (RST.6-8.1)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) • *Application:* cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1) • *Application:* cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

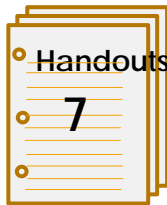**STEP 4:** Connect the CCR Standard to the ELP Standard.

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Table 3. Correspondences of the English Language Proficiency Standards for Adult Education and College and Career Readiness English Language Arts and Literacy Standards for Adult Education

	ELP Standards for AE An ELL can…	Corresponding CCR English Language Arts and Literacy Standards for AE— Reading	Corresponding CCR English Language Arts and Literacy Standards for AE— Writing	Corresponding CCR English Language Arts and Literacy Standards for AE— Speaking and Listening	Corresponding CCR English Language Arts and Literacy Standards for AE— Language
1	construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	1, 2, 3, 7		2	
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.		6	1	
3	speak and write about level-appropriate complex literary and informational texts and topics.		2, 3	4, 5	
4	construct level-appropriate oral and written claims and support them with reasoning and evidence.		1	4	
5	conduct research and evaluate and communicate findings to answer questions or solve problems.		7, 8, 9	4, 5	
6	analyze and critique the arguments of others orally and in writing.	8	1	3	
7	adapt language choices to purpose, task, and audience when speaking and writing.		5	6	6
8	determine the meaning of words and phrases in oral presentations and literary and informational text.	4			4, 5
9	create clear and coherent level-appropriate speech and text.	1E, 2, 3, 4		4, 6	
10	demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.				1, 3

(Pimentel, 2013)

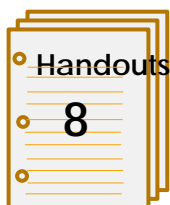## STEP 5: Differentiate with level ELPS descriptor

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Figure 3. English Language Proficiency Standard 1 and Level 1–5 Descriptors

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: • identify a few key words and phrases in oral communications and simple spoken and written texts.	By the end of English language proficiency level 2, an ELL can… use an emerging set of strategies to: • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details.	By the end of English language proficiency level 3, an ELL can… use a developing set of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text.	By the end of English language proficiency level 4, an ELL can… use an increasing range of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ ideas • cite specific details and evidence from texts to support the analysis • summarize a text.	By the end of English language proficiency level 5, an ELL can… use a wide range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.

Step 5: Create differentiated lesson plan

Class objective:

Level Objectives:

Lower level: Students will be able to

Higher level: Students will be able to

Evaluation Strategies:

Lower level: Students will

Higher level: Students will

Basic Skills:

Vocabulary: _____
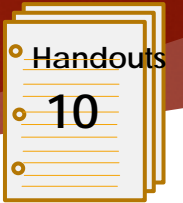
Grammar: _____

Major Language Skills: (Circle)

Listening   **Speaking**   **Reading**   **Writing**

Step 5: Create differentiated lesson plan

Lesson Stage	Activity		
Warm-Up/Review			
Introduction			
Presentation (Whole-Group)			
Practice	**Lower Level** Resources:	**Higher Level** Resources:	**Other** Resources:
Evaluation Strategy			

Handouts
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STEP 6: Scaffold Instruction

Table C–1. Supports and Scaffolding Recommendations by Level[13]

	ELP Levels 1–2	ELP Levels 3–4	ELP Level 5
Teacher Language and Teacher–Student Exchanges	• Give wait time • Use contextualized language about concrete topics • Repeat, paraphrase, model, and gesture • Use think alouds to model processes and language • Give one-step directions • Use native language as appropriate • Have students demonstrate understanding by pointing or gesturing • Concentrate on meaning rather than correctness	• Give wait time • Use contextualized language about concrete and abstract topics • Repeat, paraphrase, and model • Use think alouds to model process and language • Concentrate on meaning rather than correctness	• Model complex grammatical language about both concrete and abstract topics
Materials and Activities	• Build background • Use visuals • Use total physical response (TPR) • Use graphic organizers • Use illustrations and photos to show student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide sentence starters and frames • Draw and label or write words/short sentences • Complete vocabulary log with images	• Build background • Use visuals • Use TPR • Use graphic organizers • Use acting or role plays to demonstrate student understanding • Use native language texts or ELP level-appropriate texts as a supplement to complex texts • Purposefully teach vocabulary • Provide bilingual glossaries • Provide word/phrase cards with photo or illustration for definition • Provide audio books (in English and native language) to support content learning • Provide word/phrase banks • Provide sentence starters and frames	• Build background • Use visuals • Use graphic organizers • Purposefully teach vocabulary • Provide bilingual glossaries • Provide audio books (in English) to support content learning • Analyze complex grammatical language about both concrete and abstract topics
Student Groupings	• Partner work (with additional scaffolds) • Small groups (with teacher support and additional scaffolds)	• Partner work (with additional scaffolds) • Small groups (with additional scaffolds)	• Partner work • Small groups

"Big Bang for the Buck" Activity #3
Team Poster Lesson Plan & Gallery Walk

Handouts 9-17

2 CHOICES:

1. Use handout 9 – 11 to create a lesson plan poster for Reading Anchor Standard 1, Level A and the appropriate ELPS (Use the 2 versions of the Newsela article, "Fruit Farms in the City", handouts 13-17 for content.)

2. Use handout 11 to create a poster of how you would apply the scaffolding strategies to support student learning

   ▶ Give examples of how you implement the Teacher Language and Teacher-Student Exchanges

   ▶ Give examples of how you implement the Materials and Activities supports.

Read Strand Anchor Standard 1, Level A:

"Ask and answer questions about key details in a text."

Comments?

- Thank you!

- Dave Coleman: dmc55211@lausd.net