



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

**WORKING WITH THE ENGLISH LANGUAGE
PROFICIENCY STANDARDS**

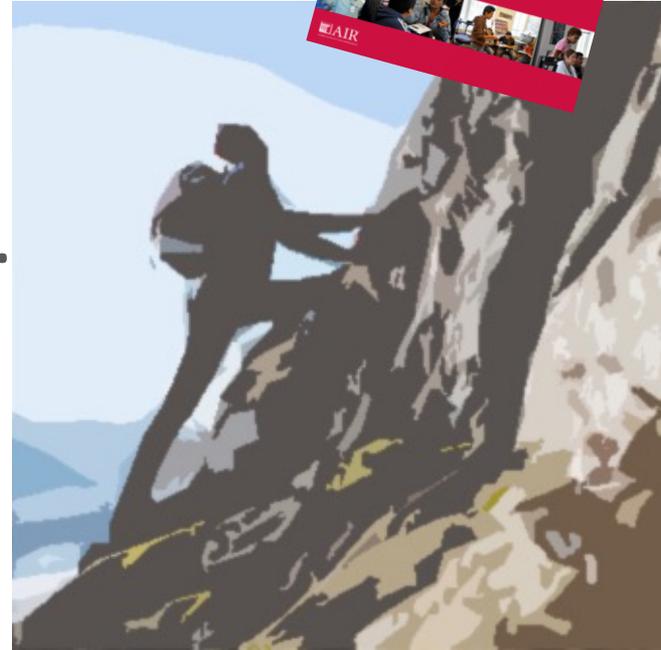
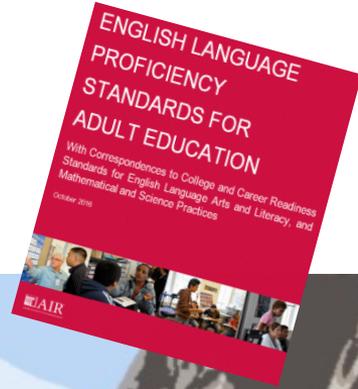
- Lori Howard
- Sylvia Ramirez
- Jayme Adelson-Goldstein
with thanks to Patsy Egan

Our Objectives



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.



A LOOK AT ENGLISH LANGUAGE INSTRUCTION

Over the past 17 years what has...

**Remained the
Same**

Changed

Complete the
T-chart with
your
colleague(s).

DONE

A LOOK AT ENGLISH LANGUAGE INSTRUCTION

Over the past 17 years what has...

Remained the Same

- ***Community building & trust are key***
- ***Classes are multilevel***
- ***Teachers are underpaid***
- ***Adults have an immediate need for learning English***

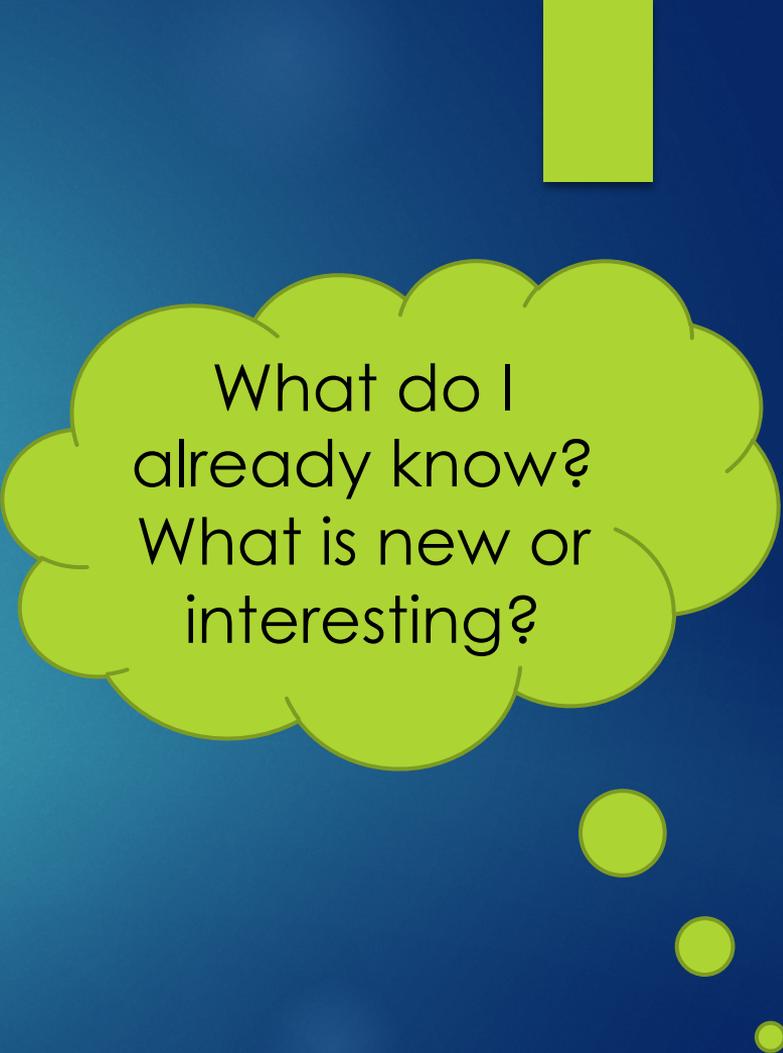
Changed

- ***A focus on college and career readiness***
- ***Funding focuses on Integrated Education & Training (IET)***
- ***The English language proficiency standards are available.***

Complete the
T-chart with
your
colleague(s).

DONE

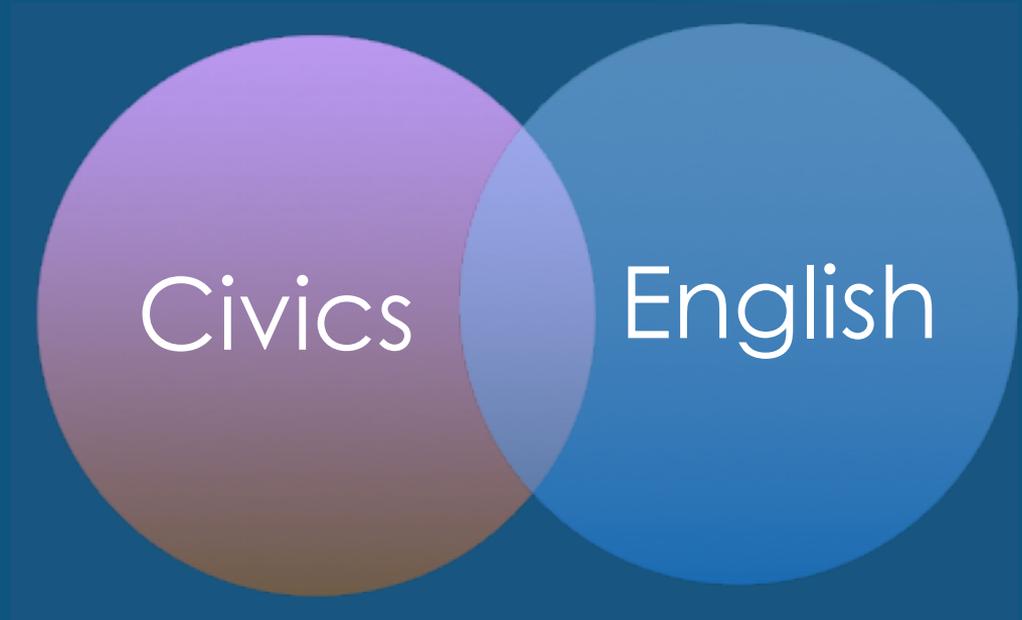
Instructional Shifts in Adult Education Leading to the ELPS



What do I
already know?
What is new or
interesting?

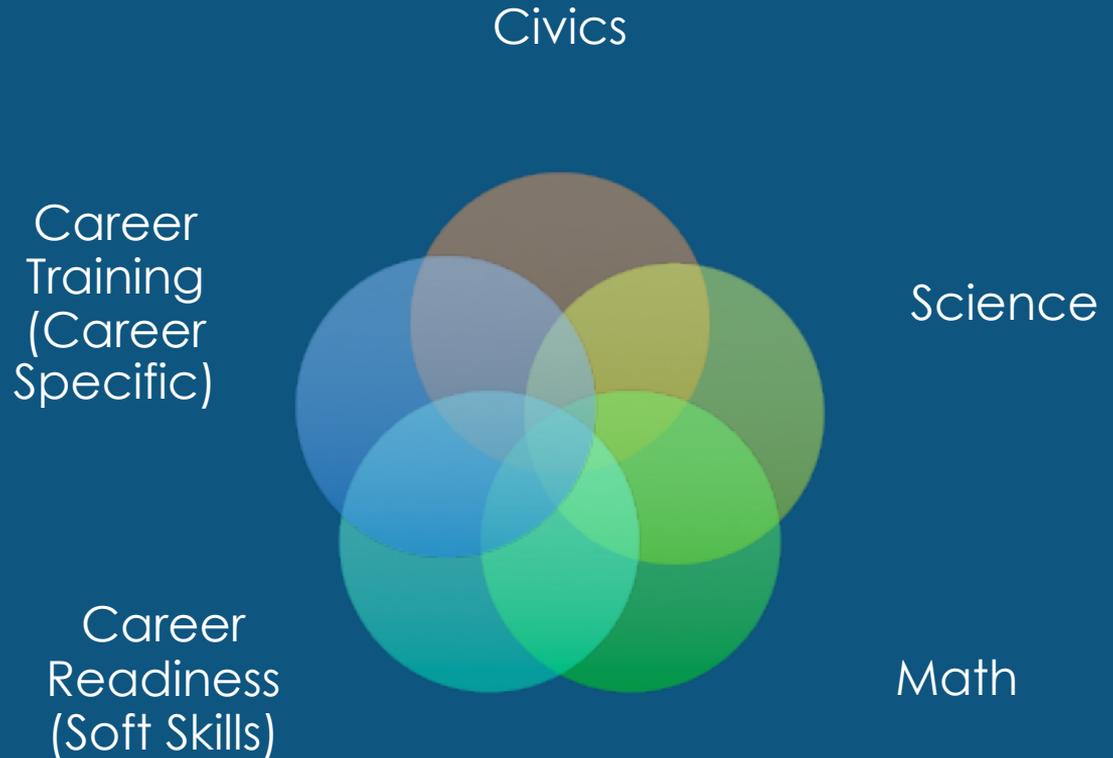
Instructional Shifts in Adult Education

▶ Integration of content areas



Instructional Shifts in Adult Education

▶ Integration of content areas



Instructional Shifts in Adult Education

- ▶ Integration of transition skills at all levels



Instructional Shifts in Adult Education

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

Climb High



Instructional Shifts in Adult Education

► Focusing on Depth of Knowledge

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

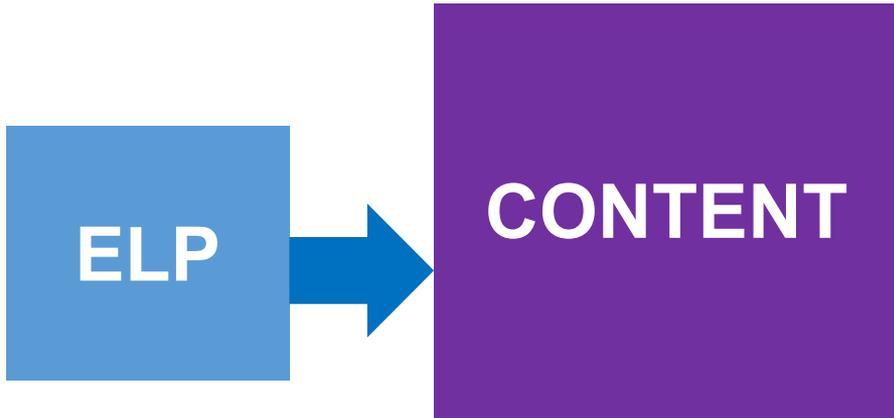


• JAG LH SGR -2017

Dive Deep

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

Sequential Relationship



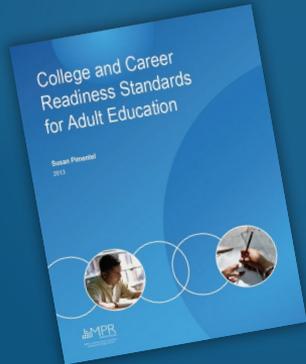
Parallel Relationship



SOURCE: WestEd

Instructional Shifts in Adult Education

► Prioritizing Content-Rich Informational Text

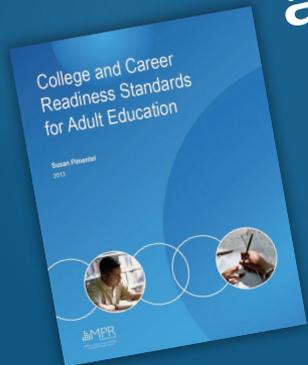


Instructional Shifts in Adult Education

► Emphasize Academic Language

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

**Why don't we
examine this
section first?**

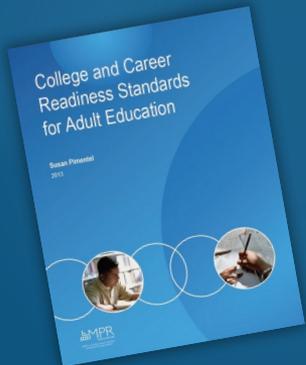


Instructional Shifts in Adult Education

▶ Focus on textual evidence

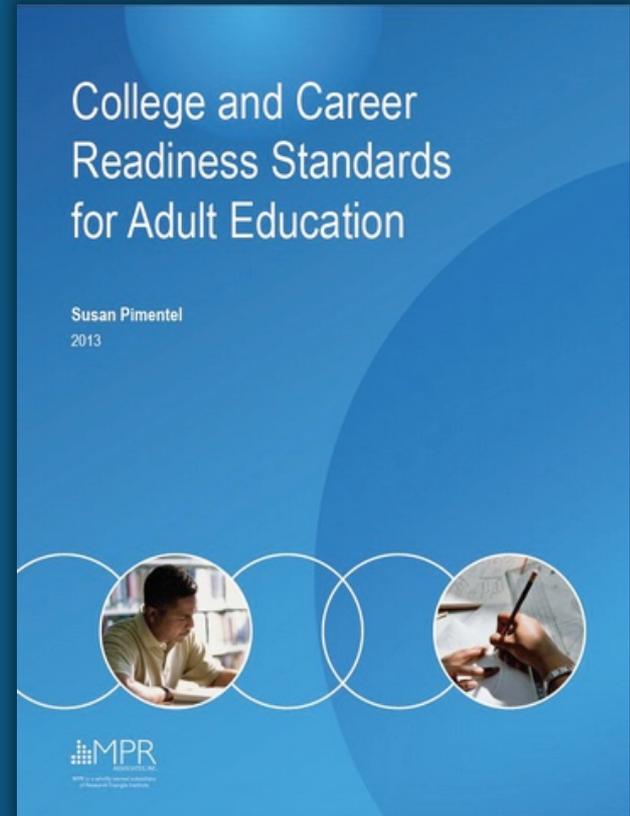
- Require use of texts to support claims, conclusions, etc.

See here? The author states...



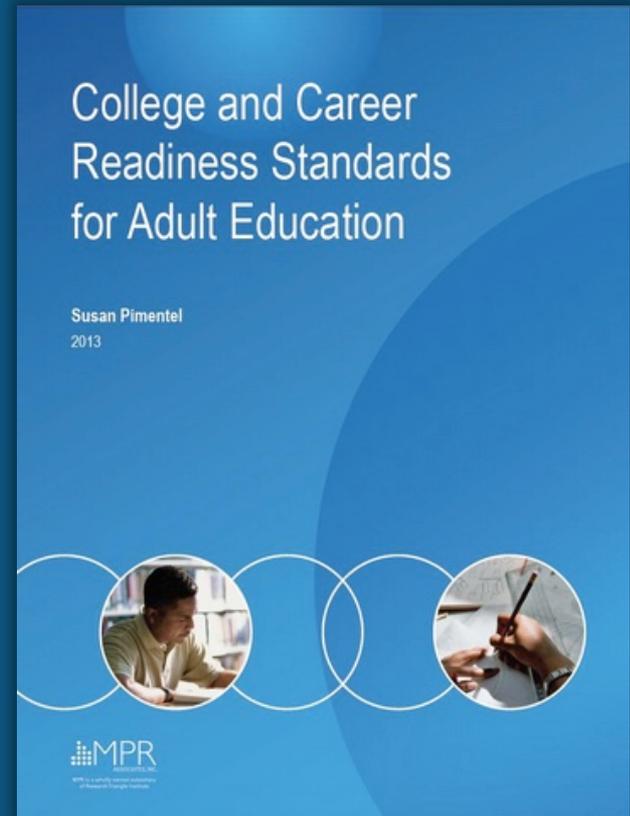
The source of these **SHIFTS**

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



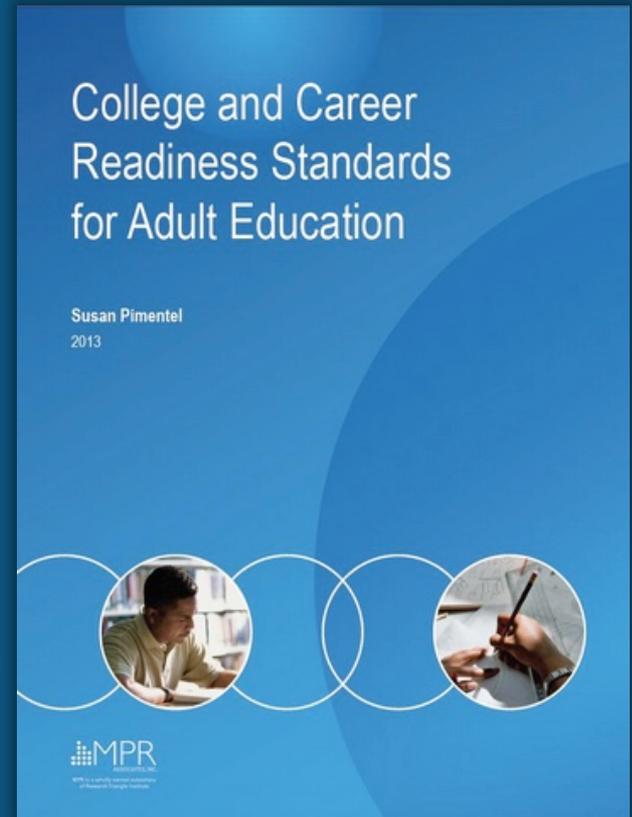
The source of these **SHIFTS**

- Increases language demands across content areas.



The source of these **SHIFTS**

- Signals an upward shift in knowledge, skills & abilities that students must develop.





ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016



*The language lift learners need to
achieve the CCR Standards*



ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016



“The ELP Standards for AE are essential to ensuring that adult ELLs receive the focused and effective instruction they need to access states’ academic content standards.” (from ELPS Report, Oct. 2016)

Released October 2016 from OCTAE

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

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Mathematical and Science Practices

October 2016



 AIR
ARIZONA INSTITUTE FOR RESEARCH

- **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.**

State Adopted Academic Content Standards for AE



Texas Adult Education
Content Standards

atlas



ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016



AIR

Guiding Principles for Adult ELLs & Instruction for English Language Acquisition

TASKS AND TOOLS FOR TODAY

- ❖ 10 Guiding Principles
- ❖ 10 Standards
- ❖ 2 VIEWS of the standards
- ❖ Classroom scenarios
- ❖ Instructional Planning Charts
- ❖ Scaffolds

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

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October 2016



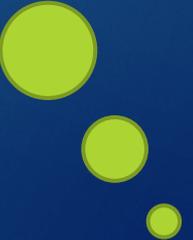
 AIR

REFLECT

REFLECT

What are the
key points you
want to recall
from the
lecture?

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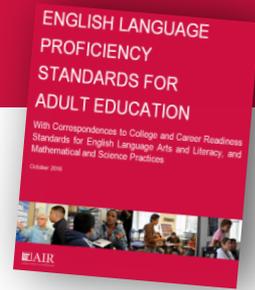


10 Guiding Principles

Although panelists drew on their individual expertise throughout the standards selection process, they also were informed by a set of guiding principles. These guiding principles were intended to ensure that the selected standards will help adult educators like you to recognize both the strengths and needs of adult ELLs. The principles (presented in Table 1) represent foundational understandings about adult ELLs and English language teaching that influenced the panel's selection of the ELP Standards for AE.⁴

Table 1. Guiding Principles

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 process.
5. Three key instructional advances form the basis of state-adopted content standards for 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 the ELP Standards for AE should be integrated into instruction.
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.



Pair up. Read. Choose one question. Discuss

Of these 10,
which one or
two are the
most critical?

What's one
principle you
would add?

Which (if any) are
puzzling to you?

DONE

Guiding Principles

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9. Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.

So...what are the standards exactly?

Construct meaning from oral presentations and literary informational text through appropriate listening, reading, and viewing.

Participate in level-appropriate informational, responding to

Speak and write about level-appropriate complex literary and informational texts and topics.

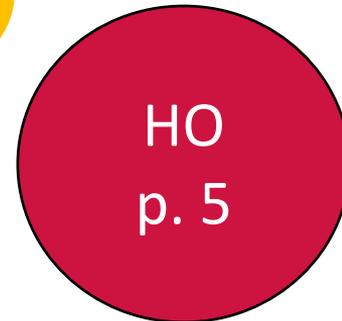
...of
...and academic contexts,
...comments and questions.

Sorting it out!



1. Distribute the standards in your team.
2. Take turns reading a standard and deciding with your team on the correct category from chart 1.
3. Write the number of the standard in the columns of chart 1. (Standards may fit in more than one category)

productive language	receptive language	interactive language
6	6	6



Sorting some more...



1. Work as a team to re-categorize the standards, using the categories in chart 2.

Content Specific	Micro Linguistic Features
1	10

2. Chat briefly about any standards that puzzle or surprise you.

HO

p. 5

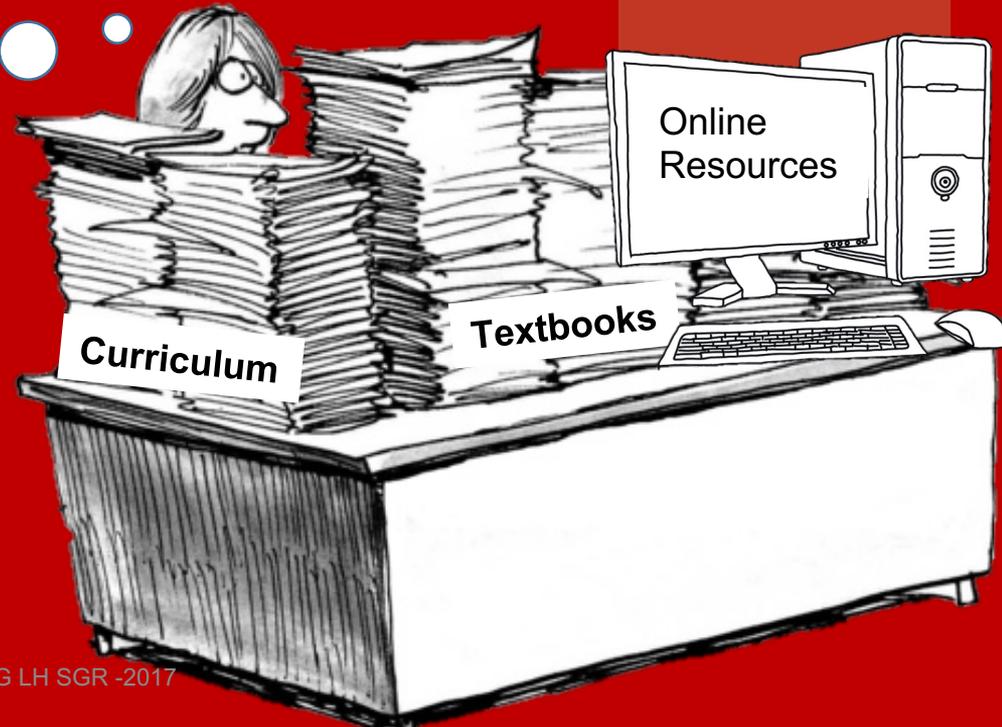
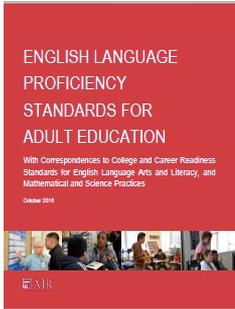
What did you learn about the ELP Standards?

- Standards 1–7 describe the **language necessary for ELLs to fully engage in English language arts and literacy, mathematics and science.**
- Standards 8–10 identify the **linguistic skills that support learners' achievement of ELP Standards 1–7.**

Speak and write about level-appropriate complex literary and informational texts and topics

Create clear and coherent level-appropriate speech and text.

A KEY RESOURCE FOR EFFECTIVE INSTRUCTIONAL PLANNING



TWO VIEWS



View One

is useful when the focus of instruction is:

English language acquisition connected to academic and workplace content

View Two

CCRS for AE & there are adult ELLs in the class in need of language skills development.

A Look at View One: 3-part Jigsaw

ELP STANDARD 1

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"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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.

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 in History/Social Studies, Science, and Technical Subjects (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.

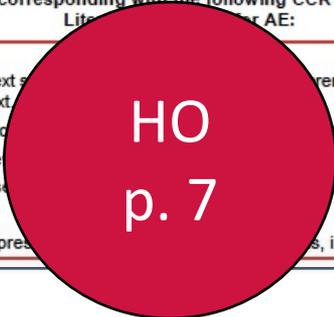
CCR Anchor 2: Determine central ideas or themes of a text and analyze how the text develops them; summarize the key supporting details and ideas.

CCR Anchor 3: Analyze how and why individuals, events, or issues develop 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.



- Form a team of 3.
- Number off 1-3.
- Follow the instructions to explore *View One* of the ELPS
- Share what you find with your team.

A Look at View One: 3-part Jigsaw

#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">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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: <ul style="list-style-type: none">• 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.

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.

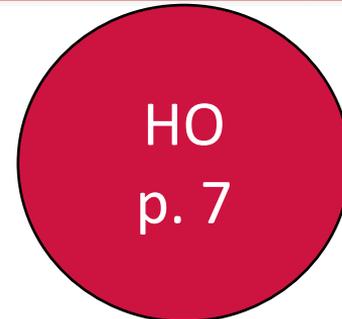
CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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.



Key features of View One

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"> identify a few key words and phrases in oral communications 	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"> identify the main topic in oral presentations and simple spoken and written texts 	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"> determine a central idea or theme in oral presentations and spoken and written texts 	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"> determine a central idea or theme in oral presentations and spoken and written texts 	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"> determine central ideas or themes in oral presentations and spoken and written texts
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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:					
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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.					



ELP Standards 1

An ELL can...
Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

ADDRESSING SKILLS

#1: Which skills are the focus in this standard?

#2: What's the range of abilities covered in this standard? Underline them.

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
<p>An ELL can... construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p>	<p>By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to:</p> <ul style="list-style-type: none"> identify a few key words and phrases in oral communications and simple spoken and written texts. 	<p>By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to:</p> <ul style="list-style-type: none"> identify the main topic in oral presentations and simple spoken and written texts retell a few key details. 	<p>By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> 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. 	<p>By the end of English language proficiency level 5, an ELL can... use a wide range of strategies to:</p> <ul style="list-style-type: none"> 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.

ADDRESSING LEVELS

#3: What connections can you make between the CCR standards, the Math Standards, and the Science and Engineering Standards? Draw lines between them.

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.

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

MP1- Math practices: *Make sense of problems and persevere in solving them.*

SP1- Science Practices: *Asking questions & defining problems*

Reading

CCR Anchor 1: Close reading of texts

CCR Anchor 2: Central idea

CCR Anchor 3: Text development

CCR Anchor 7: Content in diverse media & formats, plus words

Speaking and Listening

CCR Anchor 2: Information in diverse media & formats

A Look at View Two: Mini Lecture (HO p. 8)

Reading Standards

Starts with the CCRS Strand

CCRS Reading Anchor 8 CCRS Reading 8, Level E

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">identify a point an author or a speaker makes.	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none">identify the main argument an author or speaker makesidentify one reason an author or a speaker gives to support the argument.	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none">explain the reasons an author or a speaker gives to support a claimidentify one or two reasons an author or a speaker gives to support the main point.	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none">analyze the reasoning in persuasive spoken and written textsdetermine whether the evidence is sufficient to support the claimcite textual evidence to support the analysis.	By the end of English language proficiency level 5, an ELL can... <ul style="list-style-type: none">analyze and evaluate the reasoning in persuasive spoken and written textsdetermine whether the evidence is sufficient to support the claimcite specific textual evidence to thoroughly support the analysis.
ELP Anchor Standard					

A Look at View Two: Mini Lecture (HO p. 8)

Reading Standards

CCRS Reading Anchor 8
CCRS Reading 8, Level E

Identifies the anchor(s) and what the ASE learner s/b able to do

ELP Standard 6	Level 1	Level 2	Level 3	Level 4	Level 5
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ELP Anchor Standard					

A Look at View Two: Mini Lecture (HO p. 8)

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"> identify a point an 	By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> identify the main 	By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> explain the reasons 	By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> analyze the reasoning in 	By the end of English language proficiency level 5, an ELL can... <ul style="list-style-type: none"> analyze and evaluate the reasoning in
ELP Anchor Standard	ELP Level Descriptors				
		<ul style="list-style-type: none"> identify one reason an author or a speaker gives to support the argument. 	<ul style="list-style-type: none"> identify one or two reasons an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> determine whether the evidence is sufficient to support the claim cite textual evidence to support the analysis. 	<ul style="list-style-type: none"> determine whether the evidence is sufficient to support the claim cite specific textual evidence to thoroughly support the analysis.

USING THE ELPS TO PLAN INSTRUCTION

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

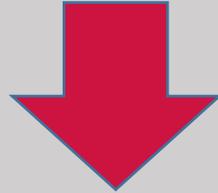
With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016



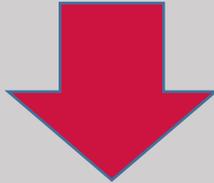
USING THE ELPS TO PLAN INSTRUCTION

LESSON OBJECTIVE



CCRS - ELPS

(VIEWS)

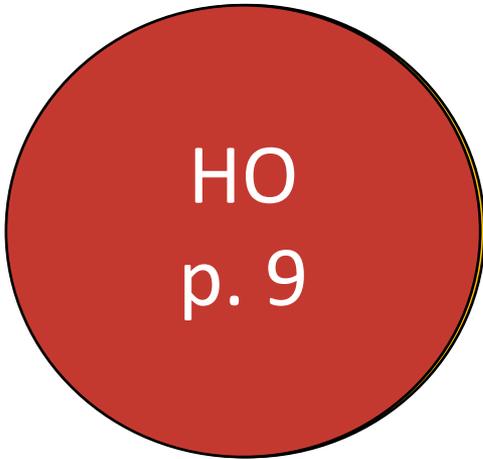


SKILL FOCUS

Let's Try It: *How could you begin planning instruction?*

1. Read the scenario:

IEL Civics Class [Integrated English Language & Civics]



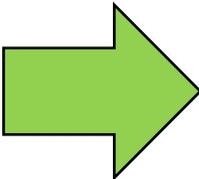
Let's Try It: *How could you begin planning instruction?*



2. Respond to the questions. Based on the scenario:

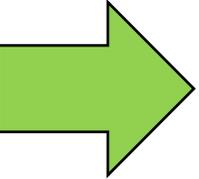
- ❖ Which view would you look at?
- ❖ Which standards are addressed?
- ❖ Which ELP Level descriptors would you look at?

❖ Look at the Objective, the Standards and the Skill Focus Area.

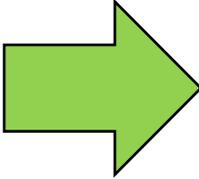


Lesson Objective: Conduct a research project on a career cluster and its related jobs*

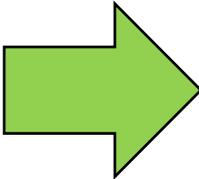
Level: Intermediate Level Descriptors: ELPS 2-4



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



ELP Standard 5 An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems



Skill Area Focus: Reading/ Writing

Let's Try It: *How could you begin planning instruction?*

- ❖ ***Which skills are necessary to achieve the standard?*** (Look at ELP 5)
- ❖ ***Which strategies do instructors teach to help learners attain the identified skills?***

<ul style="list-style-type: none">• Carry out short individual or shared research projects.	<ul style="list-style-type: none">• Break down a project into steps/tasks.• Use a checklist to keep track of steps.
<ul style="list-style-type: none">• Gather information from provided print & digital sources.	<ul style="list-style-type: none">• Use an outline or table to take notes.
<ul style="list-style-type: none">• Organize research findings.	<ul style="list-style-type: none">• Review notes and delete unimportant ideas; sequence the information.

Let's Try It: *How could you begin planning instruction?*

- ❖ ***What issues might impede learners' progress?***
- ❖ ***How do instructors support learning and differentiate instruction to meet learners' needs and goals?***

ISSUE

SCAFFOLD

<ul style="list-style-type: none">• <i>Class is multilevel</i>	<ul style="list-style-type: none">• Form mixed ability groups.• Assign roles according to proficiency
<ul style="list-style-type: none">• <i>Research process is complex</i>	<ul style="list-style-type: none">• Practice the process step- by-step.
<ul style="list-style-type: none">• <i>Learners struggle with note taking</i>	<ul style="list-style-type: none">• Provide graphic organizers for main ideas/key details and model completing information

Let's Try It: *How could you begin planning instruction?*

- ❖ ***What issues might impede learners' progress?***
- ❖ ***How do instructors support learning and differentiate instruction to meet learners' needs and goals?***

ISSUE

- *Learners need support organizing their notes into a report.*

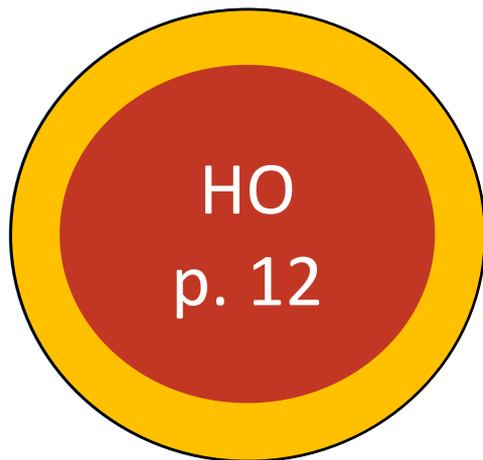
SCAFFOLD

- Use think alouds to model organizing process

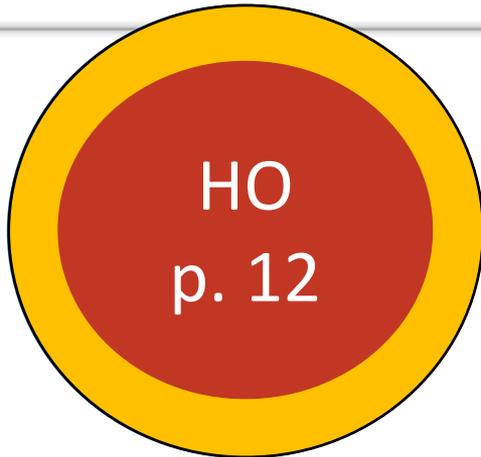
Your Turn: *How could you begin planning instruction?*

1. Read the scenario:

Low-intermediate
English Language
Acquisition (ESL) Class



Your Turn: *How could you begin planning instruction?*



2. Respond to the questions. Based on the scenario:

- ❖ Which view would you look at?
- ❖ Which standards are addressed?
- ❖ Which ELP Level descriptors would you look at?

Your Turn: *How could you begin planning instruction?*

3. LOOK AT THE CHART ON PAGE 13

Work with your colleague(s) to verify your responses to questions 2 and 3

Skill Area Focus: Reading			
Identified Skills <i>Which skills are necessary to achieve the standard?</i>	Sample Strategies <i>Which strategies do instructors teach to help learners attain the identified skills?</i>	Instructional Concerns <i>What issues might impede learners' progress?</i>	Sample Scaffold <i>How do instructors support learning and differentiate instruction to meet learners' needs and goals?</i>
<i>Based on Carols' lesson</i> <ul style="list-style-type: none">• Identify the central idea or theme in written texts.	<ul style="list-style-type: none">• Read the first line in each paragraph.•	<i>Learners often struggle to identify the central idea.</i>	<ul style="list-style-type: none">• Give wait time when asking questions.•
<ul style="list-style-type: none">• Retell key details.			



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p. 13

YOUR TURN: *How could you begin planning instruction*

3. LOOK AT THE CHART ON PAGE 13 (ELP 1 IS ON PAGE 14)

Identify the central idea or theme in written texts.	<i>Which strategies do instructors teach to help learners attain the identified skills?</i>	<i>What issues might impede learners' progress?</i>	<i>How do instructors support learning and differentiate instruction to meet learners' needs and goals?</i>
---	---	---	---

A. Add your ideas to the row on the first identified skill:

Identify the central idea or theme in written texts.

YOUR TURN: *How could you begin planning instruction*

3. LOOK AT THE CHART ON PAGE 13 (ELP 1 IS ON PAGE 14)

Identify the central idea or theme in written texts.	Read the first line in each paragraph.	Learners often struggle to identify the central idea.	Give wait time when asking questions .
---	--	---	--

A. Add your ideas to the row on the first identified skill:

Identify the central idea or theme in written texts.

YOUR TURN: *How could you begin planning instruction*

3. LOOK AT THE CHART AND ELPS STANDARD 5

B. Complete the row for the second identified skill.
Retell key details.

HO
pp.
13-14

Retell key
details.

*Which
strategies do
instructors
teach to help
learners attain
the identified
skills?*

*What issues
might
impede
learners'
progress?*

*How do
instructors
support learning
and differentiate
instruction to
meet learners'
needs and goals?*

SCAFFOLDING: KEY TO SUCCESSFUL INSTRUCTION

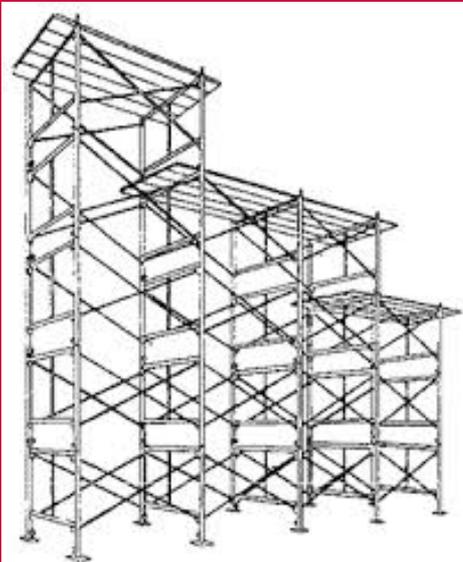


Table C-1. Supports and Scaffolding Recommendations by Level¹⁸

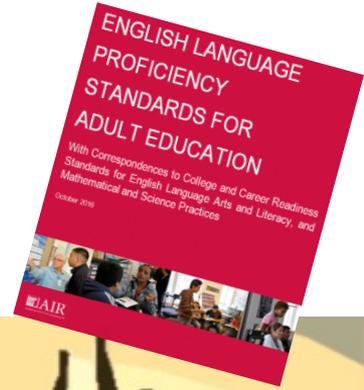
	ELP Levels 1-2	ELP Level 3	ELP Level 4
Teacher Language and Teacher-Student Exchanges	<ul style="list-style-type: none"> Give wait time Use contextualized language about concrete topics Repeat, paraphrase, model, and gesture Use think alouds to model processes and language Give one-step directions Use native language as appropriate Have students demonstrate understanding by pointing or gesturing Concentrate on meaning rather than correctness 	<ul style="list-style-type: none"> Give wait time Use contextualized language about concrete topics Repeat, paraphrase, model, and gesture Use think alouds to model processes and language Concentrate on meaning rather than correctness 	
Materials and Activities	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Partner work (with additional scaffolds) Small groups (with teacher support and additional scaffolds) 	<ul style="list-style-type: none"> Partner work (with additional scaffolds) Small groups (with additional scaffolds) 	<ul style="list-style-type: none"> Partner work Small groups

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	1-2	3-4	5
Teacher Language & Teacher-Student Exchanges	<ul style="list-style-type: none"> • Give wait time • Give one-step directions • Use native language as appropriate 	<ul style="list-style-type: none"> • Use think alouds to model process and language 	<ul style="list-style-type: none"> • Model complex grammatical language about both concrete and abstract topics
Materials & Activities	<ul style="list-style-type: none"> • Use visuals • Use TPR 	<ul style="list-style-type: none"> • Use acting or roleplays to demo student understanding 	<ul style="list-style-type: none"> • Provide bilingual glossaries

How did we do? Have you...

- **Become familiar with** the 2016 ELP Standards report
- **Considered** the 10 ELP standards?
- **Connected** the ELPS to CCRS implementation?
- **Discussed** ways the ELP Standards may enhance your English language instruction?



THANK YOU!

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Questions?

Comments

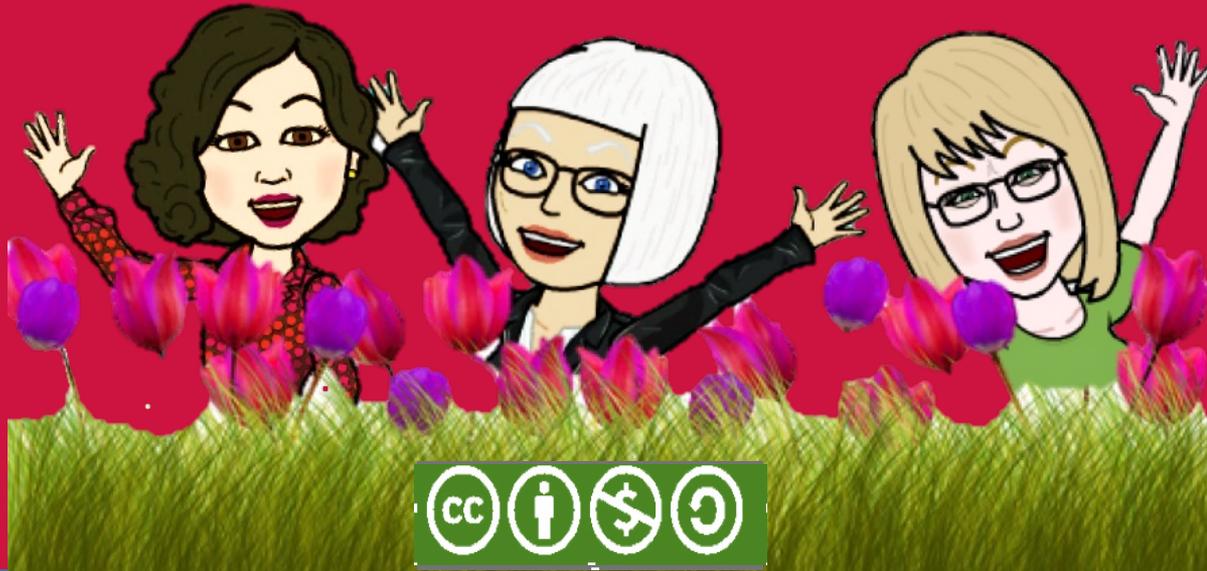


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