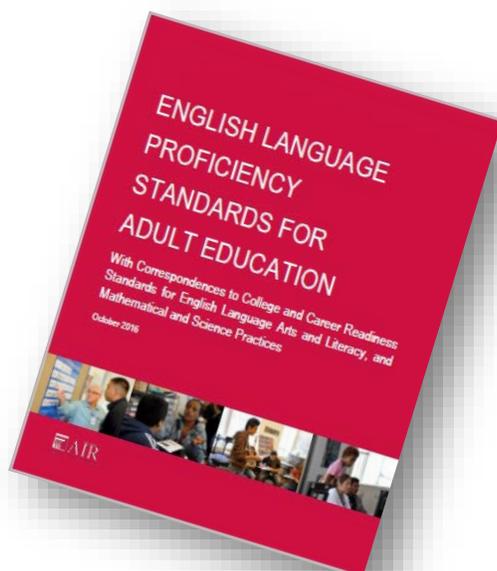


# What Every Teacher Should Know about the English Language Proficiency Standards



- *Differentiating*
  - *Assessing*
  - *Scaffolding*

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<b>10 GUIDING PRINCIPLES (p. 8 – 10)</b>	<b>Ranking</b> Top 2/Bottom 2	
	You	Sm Group
1. Adult ELLs have the potential to <b>meet state-adopted challenging academic standards</b> .		
2. Adult ELLs represent a <b>diverse population</b> of learners.		
3. Adult ELLs' <b>funds of knowledge</b> are a resource for their learning.		
4. <b>Social language</b> has an important role in ELLs' English language acquisition process.		
5. Three key <b>instructional advances</b> (complexity, evidence, knowledge building) 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 <b>successfully engage</b> with a wide variety of <b>informational texts</b> .		
7. <b>Scaffolding</b> is an essential tool to facilitate ELLs' acquisition of language and content.		
8. <b>ELLs with disabilities</b> have specific instructional needs.		
9. <b>Multimedia technology</b> aligned to the ELP Standards for AE should be integrated into instruction.		
10. <b>Academic language instruction</b> should be incorporated into all content lessons, including mathematics and science.		

**The ELP Standards for Adult Education. An English Language Learner can...**

1. <b>Construct meaning</b> from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	
2. <b>Participate in level-appropriate oral and written exchanges</b> of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	
3. <b>Speak and write about level-appropriate complex literary and informational texts</b> and topics.	
4. <b>Construct level-appropriate oral and written claims and support them</b> with reasoning and evidence.	
5. <b>Conduct research and evaluate and communicate findings to answer questions or solve problems.</b>	
6. <b>Analyze and critique the arguments of others</b> orally and in writing.	
7*. <b>Adapt language choices to purpose, task, and audience</b> when speaking and writing.	
*****	
8. <b>Determine the meaning of words and phrases</b> in oral presentations and literary and informational text.	
9. <b>Create clear and coherent level-appropriate speech and text.</b>	
10**. <b>Demonstrate command of the conventions of standard English</b> to communicate in level-appropriate speech and writing.	

*\* 1-7 describe language necessary for ELLs to engage in content-specific practices associated with state-adopted academic content standards. They begin with extraction of meaning and the progress to engagement in these practices.*

## **“Big Bang for the Buck Activity #1”: Ranking/Prioritizing and Categorizing**

- ▶ Level: Any
- ▶ Materials: Pictures or word lists and as many categories or ranks as appropriate to student level, topic and time constraints.
- ▶ Optional: have learners create the categories
- ▶ Procedure:
  - Have students rank or categorize first on their own.
  - Then partner and/or small group to categorize or rank.
  - If ranking/prioritizing, collect all small group rankings as a class and then determine final ranks/priorities as a whole group.

It is imperative that [students] learn ways to organize information so they can begin to see relationships, draw conclusions and make predictions about future related events.

Graphing develops naturally from sorting and classifying experiences. Graphs enable learners to gather more specific quantitative information from sorting experiences. In addition, graphs help learners to organize data in ways which permit generalizations to be made from the gathered information.

Learning to sort and graph effectively also involves the abilities to: search for patterns; make reasonable estimates; and use statistics to predict probable outcomes. As learners' sorting and graphing abilities develop, they begin to use skills to think clearly and logically about problems and situations that naturally occur.

### **SORTING AND CLASSIFYING**

#### **How to begin**

Utilize everyday occurrences to develop sorting and classifying concepts and vocabulary. The first classroom sorting and classifying activity could be something as simple as tidying up and putting class room items back in the proper places.

Begin to formally address sorting and classifying with whole group activities such as People Sorting, Sorting on the (Overhead) Projector, and Descriptions. Schedule time for small group sorting activities throughout the year.

Other sorting categories include visuals, such as clothing (men/women/both or by seasons), food (health/unhealthy/both?), types of words, types of sentences, etc.

Types of sorting: T-charts, Venn diagrams, quadrant charts, spectrum (degree) or time lines.

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# PARTNER JIGSAW READING: **A**

## 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.

## TALK WITH YOUR PARTNER:

1. What strong, effective learning and teaching practices can you see in this instructional plan?
2. What questions do you have about this instructional plan?

# PARTNER JIGSAW READING: **B**

## What It Looks Like in Practice

### Low-Intermediate English Language Acquisition 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.

## TALK WITH YOUR PARTNER:

1. What strong, effective learning and teaching practices can you see in this instructional plan?
2. What questions do you have about this instructional plan?

## Big Bang for the Buck Activity #2: Jigsaw Reading

- Purpose:** Providing scaffolding for comprehending texts; recycling concepts and vocabulary; oral fluency.
- Level:** Any
- Materials:** The text cut into logical chunks enough for each group. Optional: questions for each portion of the text; comprehension questions for the entire text; summary writing task for the entire text.
- Procedure:**
- Divide the class into as many groups as you have portions of text (about 4 people per group works well). i.e. If the text is divided into 4 parts, you need four groups.
  - Each member of a group is numbered consecutively from 1.
  - Each group member reads the text portion.
  - Each group then discusses the main ideas, or answers questions for that portion provided by the teacher. The groups are informed that each member will be responsible to explain/teach/report to another group the content of this portion of the text.
  - New groups are formed by putting together all the 1s, 2s, etc. from each group. These new groups now each have an “expert” on one portion of the whole text. Each expert explains/teaches/reports on their portion of the text.
  - Individually students are asked to respond to comprehension questions for the whole text or to write a summary of the text.
- Variation 1:** Depending on the level of learner proficiency and the difficulty level of the text, students can be asked to read the text in its entirety first (in class or at home) or the teacher can read the text to the class before beginning the jigsaw.

## 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

**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**

	<b>ELP Standards for AE An ELL can...</b>	<b>Corresponding CCR English Language Arts and Literacy Standards for AE— Reading</b>	<b>Corresponding CCR English Language Arts and Literacy Standards for AE— Writing</b>	<b>Corresponding CCR English Language Arts and Literacy Standards for AE— Speaking and Listening</b>	<b>Corresponding CCR English Language Arts and Literacy Standards for AE— Language</b>
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)

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

<b>ELP Standard 1</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p><b>An ELL can...</b> construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p>	<p><b>By the end of English language proficiency level 1, an ELL can...</b> use a very limited set of strategies to:</p> <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>	<p><b>By the end of English language proficiency level 2, an ELL can...</b> use an emerging set of strategies to:</p> <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>	<p><b>By the end of English language proficiency level 3, an ELL can...</b> use a developing set of strategies to:</p> <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>	<p><b>By the end of English language proficiency level 4, an ELL can...</b> use an increasing range of strategies to:</p> <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>	<p><b>By the end of English language proficiency level 5, an ELL can...</b> use a wide range of strategies to:</p> <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>

## Sample 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

Lesson Stage	Activity		
Warm-Up/Review			
Introduction			
Presentation (Whole-Group)			
Practice	<p style="text-align: center;"><u>Lower Level</u></p> <p style="text-align: center;">Resources:</p>	<p style="text-align: center;"><u>Higher Level</u></p> <p style="text-align: center;">Resources:</p>	<p style="text-align: center;"><u>Other</u></p> <p style="text-align: center;">Resources:</p>
Evaluation Strategy			

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

	<b>ELP Levels 1-2</b>	<b>ELP Levels 3-4</b>	<b>ELP Level 5</b>
<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>

### **“Big Bang for the Buck Activity” #3: Poster Projects with Gallery Tour**

- ▶ Materials: Large paper and colored pens; blank paper and/or post-it notes
- ▶ Procedure:
  - After reading a text, have students form teams
  - Assign each team a logical portion of the text.
  - Each team produced a poster or web about a topic and posts it on the wall. Beside the poster, you can post a smaller piece of paper for comments and questions, or you can have “viewers” use post-it notes.
  - Students rotate around the “gallery” they have created in teams, visiting each poster and responding with comments and/or questions to its content.
- ▶ Variation 1: In a small classroom, individuals can make posters, and the others can make comments/questions with different colored pens to maintain individuality.
- ▶ Variation 2: After circulating and reading all the comments, whole group discussion can continue to address unanswered questions about the text or to make further comments on it.

# A fruit farm in a city

Level 2

By Chicago Tribune, adapted by Newsela staff on 05.04.15

Word Count **262**



Breanne Heath discusses the plan for volunteers to plant a garden at The Pie Patch fruit farm outside Su Casa Catholic Worker in Chicago, April 8, 2015. Brian Cassella/Chicago Tribune/TNS

CHICAGO, Ill. - Breanne Heath had a big idea. She wanted to start a garden in Chicago.

Chicago is a big city. There is not a lot of land for gardens. Still, Breanne found the perfect patch of dirt. Now she has a small farm. She calls it The Pie Patch.

## Berries And Pumpkins

It is a place where people can pick fruits and vegetables. The Pie Patch is on Chicago's South Side. The farm sells fruits and vegetables. People can buy berries. They can also buy pumpkins. People can pick the fruits and vegetables from the garden.

Breanne loves gardening. She loves helping people, too. There are very few farms near Chicago. Breanne wanted to pick her own apples or strawberries. The closest place to go was outside of the state. She had an idea. She wanted to make it easy for people in Chicago to find fresh, healthy food.

### **And Veggies Too**

Breanne works with a charity. It is called Su Casa. The charity helps women and children. Su Casa helps Breanne care for the garden. Su Casa then gets to keep some of the fruits and vegetables. They use the garden to feed the women and children.

Many people live in Chicago's South Side. There are not a lot of places to buy healthy food there. The garden helps.

### **From The Garden**

The Pie Patch makes it easy to find healthy food. Breanne also wants the food to be cheap.

The Pie Patch will open around June. Breanne hopes the farm is special. She wants people to like going there.

# A fruit farm in a city

Level 1

By Chicago Tribune, adapted by Newsela staff  
05.04.15

Grade Level 2  
Word Count 262



Breanne Heath discusses the plan for volunteers to plant a garden at The Pie Patch fruit farm outside Su Casa Catholic Worker in Chicago, April 8, 2015. Brian Cassella/Chicago Tribune/TNS

Chicago, Ill. – Breanne Heath had a big idea. She wanted to start a garden in Chicago. Chicago is a big city. There is not a lot of land for gardens. But, Breanne found the perfect spot. Now she has a small farm.

People can come to pick fruits and vegetables. People can buy berries. They can buy pumpkins. They can pick fruits and vegetables from the garden.

## Vocabulary

Idea	
Farm	
Fruit	
Berries	
Pumpkins	

## Comprehension check

Circle your answer

1.	Is the farm in Miami?	Yes	No
2.	Is the farm in a city?	Yes	No
3.	Does the farm have pumpkins?	Yes	No
4.	Does the farm have broccoli?	Yes	No
5.	Is the farm big?	Yes	No

Dictation:

1. Breanne had a big \_\_\_\_\_.
2. Now she has a small \_\_\_\_\_.
3. People can pick \_\_\_\_\_.
4. One vegetable the farm has is \_\_\_\_\_.
5. One fruit the farm has is \_\_\_\_\_.

berries	idea	fruit
farm	pumpkins	

Sentence Frames:

1. Breanne had a big \_\_\_\_\_.
2. Now she has a small \_\_\_\_\_.
3. People can pick \_\_\_\_\_.
4. One vegetable the farm has is \_\_\_\_\_.
5. One fruit the farm has is \_\_\_\_\_