Planning Adult ESOL Instruction using the English Language Proficiency Standards

College, Career, & Civic Readiness

ELPS

Facilitated by

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For more resources please see
the Google Drive Folder at http://bit.ly/2FEeHGU

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Guiding Principles
English Language Proficiency Standards, p. 8

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 instruction should be incorporated into all content lessons, including mathematics and science.

"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 [above] represent foundational understandings about adult ELLs and English language teaching that influenced the panel's selection of the ELP Standards for AE. The guiding principles are not presented in any particular order or hierarchy and no sequence is implied. You may want to refer to these guiding principles when discussing the implementation of the ELP Standards for AE. These principles can also give you guidance on how to create an educational climate that supports the use of the ELP standards in a systematic and authentic way."

<u>Q&A ON THE ENGLISH LANGUAGE PROFICIENCY STANDARDS</u>
(Adelson-Goldstein, Egan, Howard, Ramirez, 2017)

Q1. How many anchor standards are there in the ELP Standards for Adult Education?
A1. There are 10 anchor standards in the ELPS.

Q2. How many level descriptors are there for each ELP Standard?

A2. There are 5 level descriptors for each ELP Standard, from level 1-5.

Q3. Where did the ELP Standards for Adult Education come from?

A3. They are based on
  -the English language proficiency standards from the K-12 English Language
  Proficiency Assessment for the 21st century's
  - state-adopted Academic Content Standards for Adult Ed, &
  - guiding principles of instruction for adult ELLs and English language acquisition.

Q4. What is the relationship between the ELP Standards and the CCR Standards?

A4. The ELP Standards describe the specific English language skills that English learners need in
  order to access the rigorous content that allows them to meet the CC Standards.

Q5. When did the ELP Standards for Adult Education arrive on the scene?

A5. The ELP Standards for Adult Education arrived on the scene in the Fall of 2016.

Q6. Why is there an emphasis on academic language in the ELP Standards?

A6. The language demands on effective employees, trainees, parents and community

  members in the 21st century requires that they regularly engage with academic language.

Q7. Why were the ELP Standards for Adult Education created?
A7. The ELP Standards were created to address the urgent need for educational equity,
  access and rigor for English learners.

Q8. Why are Guiding Principles included in the ELP Standards document?

A8. They represent the foundational understandings about English learners and English
  language acquisition that influenced the ELPS panel's selection of the standards.

Q9. How does the layout of the ELP Standard and level descriptors support differentiating?

A9. By showing the progression from level to level for a specific standard, it's possible for
  the instructor to identify the diverse language abilities for a specific standard and
  differentiate instruction accordingly.

Q10. How would you define the term "funds of knowledge" in guiding principle 3 of the ELP Standards document: *Adult ELLs' funds of knowledge are a resource for their learning?*

A10. According to the description of principle 3, the term "funds of knowledge" means learners' reservoir of social, linguistic, and culture experiences that they can draw upon as they learn English.

Q11. How would you describe the role of scaffolding in the context of adult English language instruction?

A11. Scaffolding, such as providing language frames or previewing abstract terms, supports learners in performing a challenging task, with the goal of moving the learner towards the independent performance of that task (without the scaffold.)

Q12. Why is scaffolding essential for the adult English language learner?

A12.   Scaffolding facilitates the adult English learner's construction of meaning, building of knowledge, and acquisition of language. It helps the learner move to the next stage of proficiency.

Q13. What are some examples of scaffolding in English language instruction?

A13. Some examples of scaffolding are:

   - using visuals to build schema
   - using graphic organizers.
   - eliciting non-verbal demonstration of understanding
   - providing sentence starters, sentence or paragraph
     frames and model paragraphs
   - breaking longer texts into short chunks, and/or
   - encouraging use of bilingual references & glossaries.

Q14. How do ESL instructors know that they are helping their learners move towards the ELA College and Career Readiness Standards by using the ELP Standards?

A14.   On pages 21-30, each ELP standard provides the correspondence to one or more ELA CCR Standards, as well as to Math and Science Practices.

Q15. Are the ELP Standards mandated by the federal government?

A15.   No, the ELP Standards (like the CCRS) articulate a framework for states to employ voluntarily to strengthen English language acquisition programs.

Q16. Are the ELP Standards sequenced in order of importance?

A16. Not at all.

Q17. Do the ELP Standards define all that an adult English learner needs to be successful in postsecondary, workplace, training or civic settings?

A17. Nope! English learners also need the language to demonstrate soft skills such as collaboration and conflict management, and cross cultural awareness of U.S. habits of mind such as persistence, punctuality, and self-management.

Q18. What is the role of social language in adult English language acquisition?

A18. Jeffrey Zwiers (2008) points out that social, informal conversations are part of a continuum that move learners towards participation in academic discussions. Not to mention that they need social language to perform their adult roles as parents, community members, workers, etc.

Q19. What are the three instructional advances (or shifts) that are the basis of the CCR Standards and the ELP Standards?

A19. The three instructional advances that are the basis of the CCR Standards and the ELP Standards are: 1) Regular practice with complex text & its academic language; 2) reading, writing, and speaking grounded in evidence from text; and 3) building knowledge through content-rich informational text.

Q20. Name two or three examples of informational texts that English learners will encounter in the workplace.

A20. Some examples of informational text learners may encounter in the workplace are:

-Charts	- Checklists	- Brochures
-Forms	- Rubrics	- Flyers
-Handbooks	- Memos	- Reports

The ELP Standards for Adult Education

An English Language Learner can…

The ELP Standards	L	S	R	W
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.				

Can you label these elements of the Standard?

1. Anchor Standard
2. ELA-CCRS correspondence
3. Integrated skills approach
4. Level Descriptors
5. Math and Science Correspondences

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.

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

MP.1. Make sense of problems and persevere in solving them.

SP.1. 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.

SELECTED LANGUAGE STRATEGIES

	Language Strategy
READING	Activate background knowledge before reading*
	Identify main idea/central idea/theme
	Identify key details in text
	Pay attention to text features
	Use graphic organizers to highlight text structure
	Analyze relationships between sets of ideas
	Make inferences*
	Find textual evidence to support claims*
	Summarize
LISTENING	Listen with a purpose
	Make predictions based on environmental clues
	Listen for gist
	Listen for stressed words to capture meaning and details
	Use a variety of note-taking strategies
	Practice selective attention
	Request clarification
WRITING	Clarify the purpose of the writing task
	Identify a topic sentence or thesis statement
	Use graphic organizers to plan and organize writing
	Write multiple drafts
	Use reference material to enhance writing (e.g. dictionary, thesaurus)
	Paraphrase (vs. plagiarize) *
	Evaluate and self-edit using checklists and reading aloud
SPEAKING	Employ turn taking
	Negotiate meaning with speaker
	Clarify by restating or rephrasing
	Adjust register for audience
	Use checklists and outlines to plan and prepare oral presentations
	Rehearse oral presentations
	Monitor and self-correct

*NOTE: This strategy applies to more than one skill area.

LEVEL:		TOPIC:		
OBJECTIVE:				

Which ELPS anchor standards and level descriptors are addressed in the lesson?				
ELP Anchor Standard #				
What elements of the level descriptor(s) are addressed for each anchor standard?				

What CCR Standards are the ELP Standards supporting?

What vocabulary will you teach?	**High frequency:** **Academic vocabulary:**
What language strategies will you emphasize?	
How will you prompt critical thinking?	☐ Higher-level thinking questions ☐ Categorizing, ranking, or rating ☐ Graphic organizers ☐ Pose problems ☐ Strategic thinking in tasks ☐ Other:
How will you promote academic discourse?	☐ Language prompts for team and pair discussions ☐ Paragraph frames for summarizing ☐ Sentence frames and starters for oral and written report-back ☐ Checklists and rubrics ☐ Other:

Lesson Outline

Warm Up/Introduction:

Presentation:

Guided Practice:

Free Practice/Application:

Evaluation: