

Mastering the English Language Proficiency Standards (ELPS): What, Why, and How

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Survey: What is your current knowledge of the ELP Standards document?

1. This is my first exposure to it.
2. I have talked about it **OR** been to a workshop about it.
3. I have studied it.
4. I am implementing it.

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

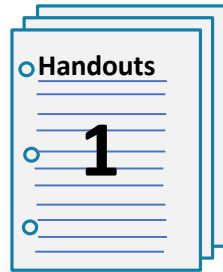
October 2016



 AIR
Adult Immigrant Refugee

Objectives

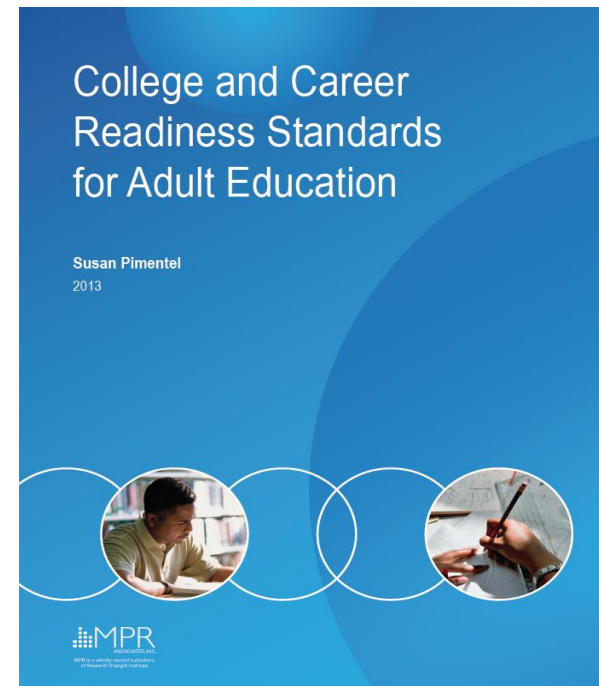
1. Identify the rationale for and origin of the Standards
2. Identify the 10 Standards by categories
3. Identify the 3 components of “rigor” and their connection to the Standards
4. Identify how to join the next CALPRO ELP Standards course



Which objective is most important to you?

Background

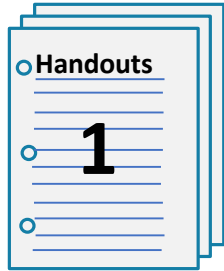
The increased skills needed for a successful, satisfying life in this complex and competitive world--and to have family sustaining jobs--are addressed by the increased rigor of the CCRS.



However, the CCRS weren't created for adult English Language Learners (AELLs).

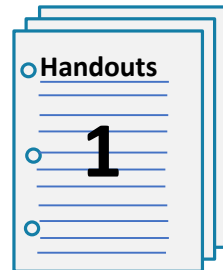
Benefits for Students

- Prepared
- Achieve access and equity
- “Careers and educational opportunities in the United States today require an understanding of more complex language, higher reading levels, stronger communication skills, and more critical thinking skills than ever before.”

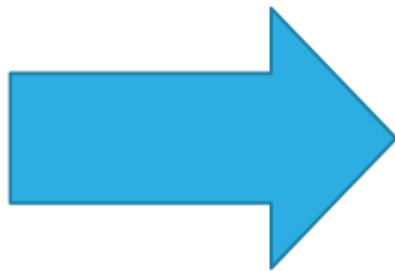


-- Betsy Parrish

A Shift in Focus



Life skills



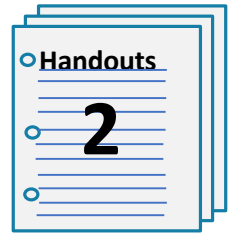
Rigorous instruction

Academic language

Language strategies

Critical thinking

What Are the 10 ELP Standards?

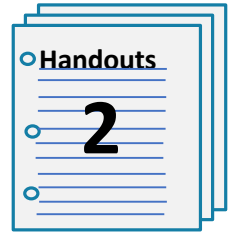


Let's learn about them.

Categorize: Productive, Interpretive, or Interactive?

The ELP Standards for Adult Education An English Language Learner can...	Productive	Interpretive	Interactive
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.			

What Are the 10 ELP Standards?



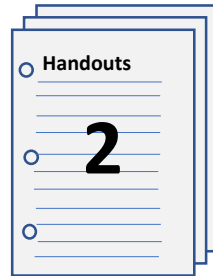
1. Read
2. Categorize by checking off
3. Compare with a partner, discuss



<https://pixabay.com/en/classroom-comic-characters-1297775/>

Categorize the Standards by Domain

Productive	Interpretive (receptive+ processing)	Interactive
	1	2



8 of the 10 standards are either productive or interactive.
What do you infer from that?

5 Level Descriptors for different ESL levels

Differentiate with level ELPS descriptor

Handouts

3

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

Standards: How do teachers use them?

The Driving Question

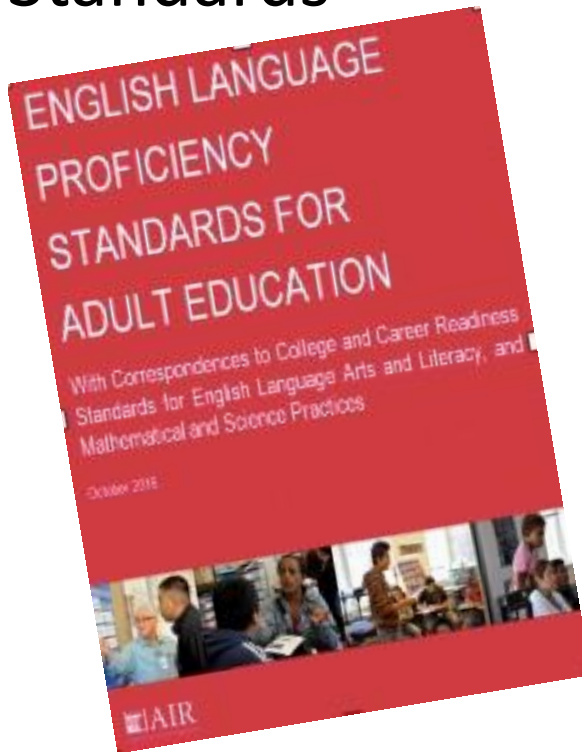


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Planning Instruction That Integrates the ELP Standards

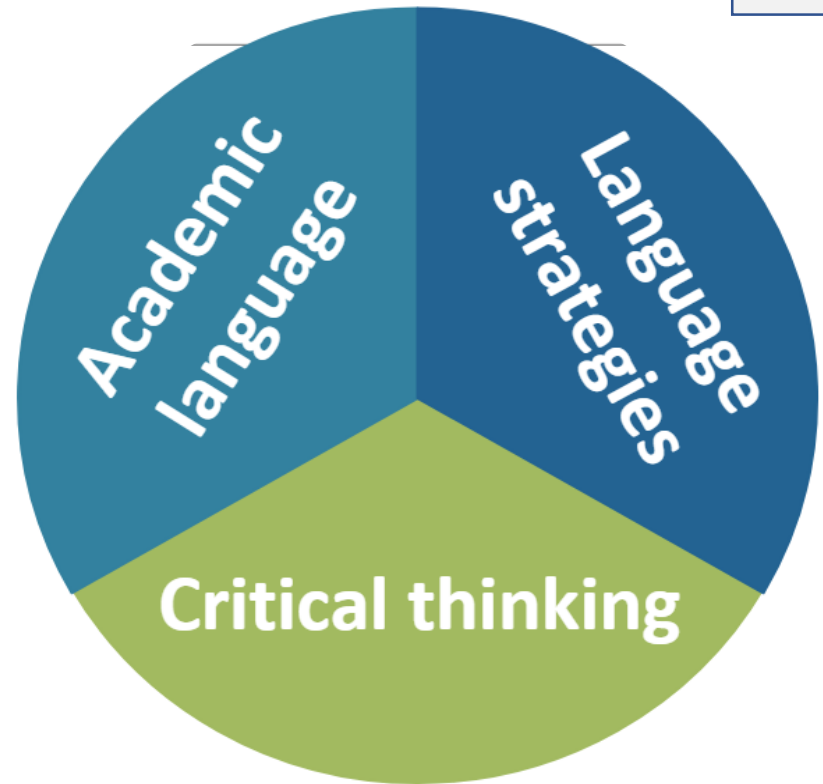
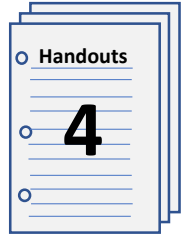
Planning instruction that integrates the ELP Standards

(and the components of rigor)



3 Components of Rigor

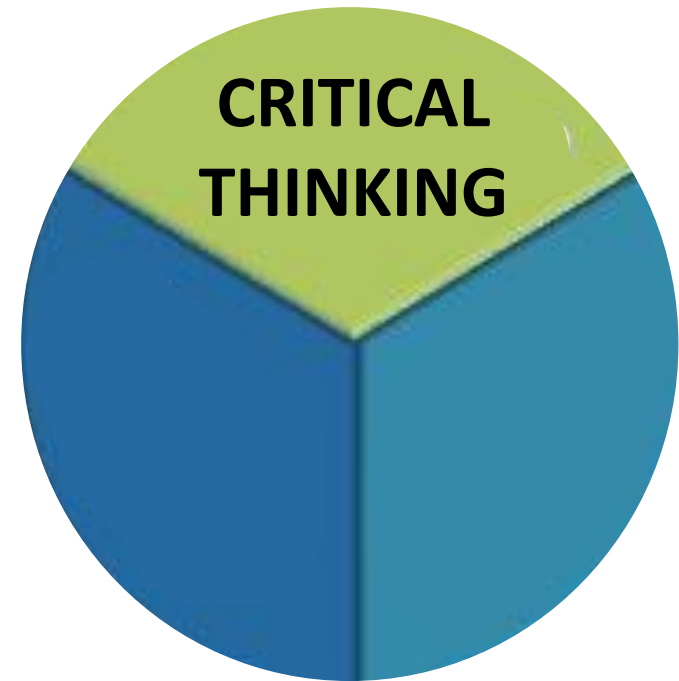
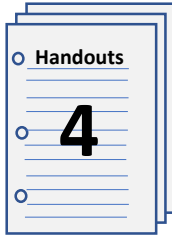
- Critical Thinking
- Academic Language
- Language Strategies



Critical Thinking

“Critical Thinking: The process of actively conceptualizing, analyzing, synthesizing, and evaluating information to make decisions or take actions.”

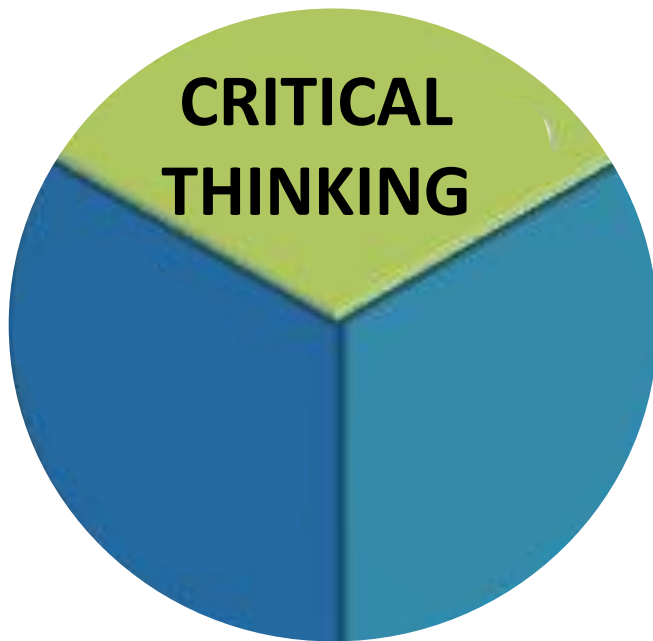
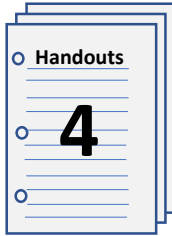
--Egan, 2016, p. 29



Critical Thinking: 5 Components

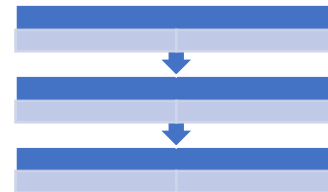
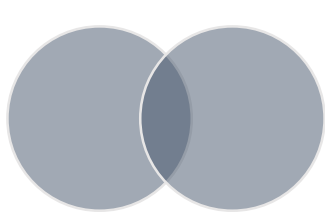
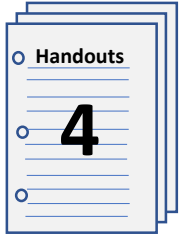
Two components:

- Categorizing
- Using Graphic Organizers



Critical Thinking: 5 Components

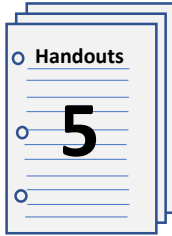
1. What did you categorize earlier in the workshop and which graphic organizer did you use?
2. Which words or concepts from your class could your students categorize?
3. Which graphic organizers would they use?



Academic Language

“The set of words, grammar, and discourse strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts.”

--Zwiers, 2014, p. 22



Why do students need academic language?

- Prepares students for college classes
- Prepares students for employment interviews or promotions
- Makes students safer through ability to express themselves formally to police, judges, teachers and social workers.

Academic Language is...

- ✓ The language used in the classroom and workplace
- ✓ The language of writing
- ✓ The language of assessments
- ✓ The language of academic success
- ✓ The language of power



Photo from Donna Price's Level 5 ESL Class,
San Diego Community College District

Some Examples of Academic Language

Discourse

- *To address this issue, we need to...*
- *First, we should ... and after that, we could...*
- *How can we justify this approach?*
- *What is the basis for your claim?*

Instructions

- Locate key details that support the main idea(s).
- The charging units on the back of the device must be cleaned regularly

Teaching Academic and Domain-Specific Vocabulary

Discourse

- To *address* this *issue*, we need to...
- First, we should ... and after that, we could...
- How can we *justify* this *approach*?
- What is the *basis* for your *claim*?

Instructions

- **Locate** key **details** that **support** the main idea(s).
- The **charging units** on the back of the **device** must be cleaned regularly

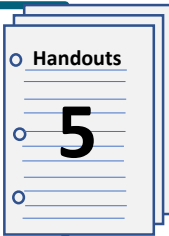
Classroom Academic Language Posters

Social, everyday language

- Point to (circle, underline, tell)
- Why
- Look at and tell the parts of
- Tell what's the same and different

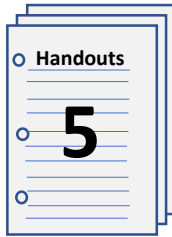
Academic Language

- Identify
- Evidence
- Analyze
- Compare and contrast



Classroom Academic Language Posters

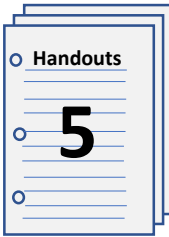
- You try it!
- What would be a more formal, academic word or phrase to model for student use?



**What other examples of
everyday and academic language
pairs might you add?**

Classroom Academic Language Posters

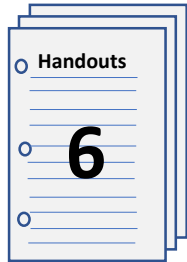
- Besides classroom posters, what are other ways you can help students develop their use of academic language in the classroom?



Language Strategies

“... things we do to gain access to complex written and oral texts.”

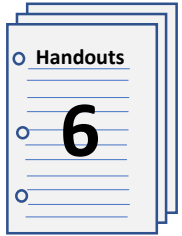
--Patsy Egan (2016)



Language Strategies

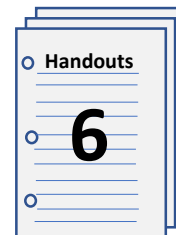
“The strategies good readers, writers, listeners and speakers use to gain access to — and produce—a variety of complex written and oral texts, such as media, graphs, charts, web pages, lectures, and discussions.”

--Parrish, 2016b



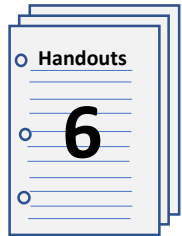
Language Strategies

Language Strategy		✓	ELPS Connection
READING	Activate background knowledge before reading*		
	Identify main idea/central idea/theme		
	Identify key details in text		
	Use graphic organizers to highlight text structure		
	Analyze relationships between sets of ideas		
	Make inferences*		
	Find textual evidence to support claims*		
	Pay attention to text features		
	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		



Think - Pair – Share: Connecting Language Strategies to the ELP Standards

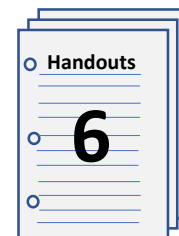
1. Look at the Language Strategies with a partner.
2. Put a ✓ next to strategies you already have students use.



Language Strategy		✓	ELPS Connection
READING	Activate background knowledge before reading*		
	Identify main idea/central idea/theme		
	Identify key details in text		
	Use graphic organizers to highlight text structure		
	Analyze relationships between sets of ideas		
	Make inferences*		
	Find textual evidence to support claims*		
	Pay attention to text features		
	Summarize		

Connecting Language Strategies to the ELP Standards

Why might this teaching process be helpful to you and your class?



Language Strategy		✓	ELPS Connection
READING	Activate background knowledge before reading*		1, 8
	Identify main idea/central idea/theme	<div>ELP Standard 1</div> <div>An ELL can... Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading and viewing</div> <div>ELP Standard 8</div> <div>An ELL can... Determine the meaning of words and phrases in oral presentations and literary and informational text.</div>	
	Identify key details in text		
	Use graphic organizers to highlight text structure		
	Analyze relationships between sets of ideas		
	Make inferences*		
	Find textual evidence to support claims*		
	Summarize		

Language Strategies

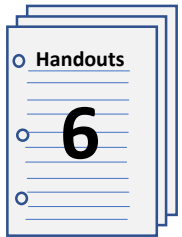
- Select one strategy you already teach. How do you teach it?
- In a beginning level ESL class, how would you start introducing these strategies in class? Select one strategy. What you would do?

The CALPRO Community of Practice

Mastering the ELPS is a Community of Practice (CoP)!

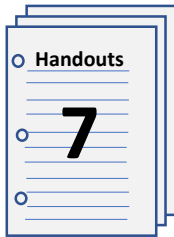
Goal: Walk away with skills for and multiple examples of Standards-based, rigorous lesson plans

- Two 3-hour face-to-face sessions PLUS
- Online component with activities and discussion
- Network with colleagues in your region
- Certificate for 14 hours of professional development
- California WIOA-funded agencies only
- Contact Mary Louise Baez to schedule this (CoP) at your agency mlbaez@air.org



Reflection/Application

- 1. Complete the statement at the bottom of your notes:**



One thing I am taking away from this presentation is...


- 2. Share and compare notes with a colleague to see if there's anything you want to add or change.**

- 3. Please complete the evaluation for CALPRO.**

Thank you for attending!

Help improve the Summer Institute, take the [survey](#)!

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