**Providing Instruction Aligned to the**

**English Language Proficiency Standards**

***Part 1: Building Background Knowledge***

****

**Facilitated by Jayme Adelson-Goldstein**

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**OUR GOALS**

***By the end of our webinar, you should be prepared to***

* explain the connection between the English Language Proficiency Standards (ELPS), the College and Career Readiness Standards (CCRS), and the 21st century needs of adult English language learners;
* easily navigate the ELPS document in order to make use of it when planning instruction;
* recognize the standards in action in different classroom settings; and
* launch into instructional planning tasks with the ELP Standards when we meet face-to-face.

****Introducing your facilitator:**

Jaymeis a curriculum consultant and teacher educator who focuses on working with adult school and community college agencies across the United States to support instructors’ integration of rigorous and contextualized lessons aligned to the 21st century standards. She has developed online professional development courses and webinars for AIR, CALPRO (California), SABES (Massachusetts), and TESOL. In addition, her international workshops and speaking engagements have expanded her perspective while confirming the universal challenges and joys of our field!

Jayme Adelson-Goldstein

Lighthearted Learning

Throughout her more than 35 years as a teacher educator, Jayme’s focus continues to be on refining instruction that respects (and differentiates for) the needs of both learners and instructors.

Her recent publications include *The Oxford Picture Dictionary 3e*; *Step Forward 2e: Standards Based Language Learning for* *Work and Academic Readiness;* and the LINCS ESL Pro digital companion learning resource, *Preparing English Learners for Work and Career Pathways.*

\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*REFLECTION\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*\*

Before you begin viewing the Webinar, take a moment and reflect on your goals and needs around this topic. Consider the questions below:

*Which of the goal statements on the cover is most meaningful for you?*

*What additional goals do you have for your time spent on the webinar?\**

*What will help you retain the content you hear and view during the webinar?*

*What do you hope to be able to do by end of the ELPS institute (by the close of our F2F session)?*

Needs Assessment: *What do you already know about the ELPS and the CCRS?*

* View the webinar slides and circle the responses below.

1. **In what sequence did these two sets of standards arrive on the adult education scene in California?** 
   1. A B
   2. B A
2. **What do the CCR and ELP Standards prioritize, based on the shifts or advances in adult instruction?**
   1. Teaching and practicing complex grammatical constructions
   2. Reading complex informational text with its academic language and citing evidence from the text
   3. Interpreting and writing narrative text and poetry
   4. Project-based learning
   5. None of the above
3. **What do we mean by text?**
   1. Print text, graphs, and charts
   2. Spoken text and videos
   3. Images
   4. A and B but not C
   5. A, B, and C
4. **Which of the following is NOT a guiding principle of the ELPS?** 
   1. Adult ELLs can meet state-adopted challenging standards.
   2. Adult ELLs can acquire native-speaker pronunciation
   3. Adult ELLs represent a diverse population
   4. Social language plays an important role in English language acquisition
   5. Adult ELLs’ funds of knowledge are a resource for their learning
5. **How many ELP Standards are there?** 
   1. 40
   2. 35
   3. 25
   4. 15
   5. 10
6. **What is the relationship between the ELPS and the CCRS?**
   1. The ELP Standards replace the CCRS for ELLs
   2. The CCRS is for advanced ELLs, and the ELPS is for beginning and intermediate ELLs
   3. The ELP Standards provide the scaffolds that ELLs in ESL and ABE classes need to achieve the CCRS
   4. They are the same, but one is written more simply
   5. There is no relationship between the two sets of standards

The Evolution of 21st Century Adult Education Standards (SCAFFOLDED CORNELL NOTES)

Listen to the minilecture and take notes.

At the end of the lecture, complete the exit tickets. (You’ll be asked to bring this handout with you to the F2F session.)

|  |  |  |
| --- | --- | --- |
| **Inquiry**: *What led to the development of the CCR and ELP Standards?*  *How do these standards reflect the needs of adult learners in the 21st century?* | | |
| **TOPICS**   1. Hallmarks of the 21st century 2. Adult learners’ needs 3. Instructional shifts that address these needs 4. Integration of the shifts within the CCRS 5. The connection between the ELPS and CCRS | **DETAILS** | |
| **EXIT TICKET 1:**  Something I heard that  I have experienced first-hand: | **EXIT TICKET 2:**  Something I heard that  surprised me: | **EXIT TICKET 3**  Something I want to explore further: |
|  |  |  |

**Shift 1: Engaging with complex text and its academic language.**

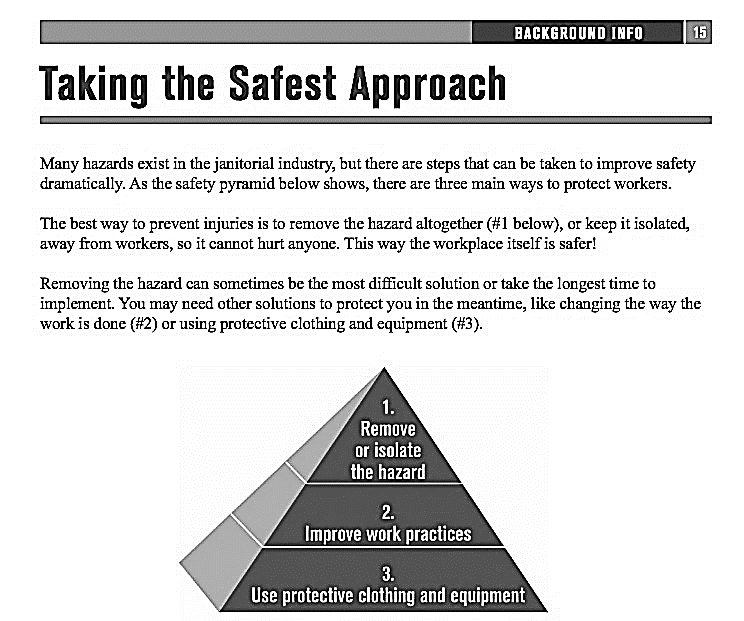
Look at four examples of complex text from (1) a paragraph out of a college textbook on reading, (2) a medical assistant’s textbook, (3) a janitorial training manual, and (4) a parent website portal’s announcement for a California school district. (See page 11 for sources.)

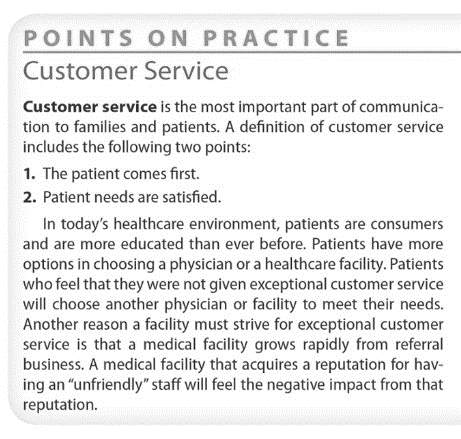
Choose one example and look for text features, sophisticated language structure, and/or vocabulary that would challenge your learners.

Think about how you would present this aspect of the text to your learners.

This lesson focuses on a method called Reading Apprenticeship. It is based on the premise that people who have become expert readers can assist learners by modeling what they have learned to do. As explained in the text, [*Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*](https://www.wested.org/resources/reading-for-understanding-how-reading-apprenticeship-improves-disciplinary-learning-in-secondary-and-college-classrooms-2nd-edition/)*,* “One literacy educator describes the idea of the [cognitive](https://en.wikipedia.org/wiki/Cognition)apprenticeship in reading by comparing the process of learning to read with that of learning to ride a bike. In both cases, a more proficient other is present to support the beginner, engaging the beginner in the activity and calling attention to often overlooked or hidden strategies.”

This is a strategy that takes a [metacognitive](https://en.wikipedia.org/wiki/Metacognition) (how we think about how we think) approach to comprehension, utilizing various strategies readers may already know they know how to do, then adding even more. For example, most readers have learned to make predictions (think ahead to the next stage of a plot in a mystery, for example), ask questions concerning meanings (“I wonder about…”), visualize a scene being described, associate the material being read to some other material, and, at the end, summarize the material (particularly if required to do so by an instructor or for a paper).

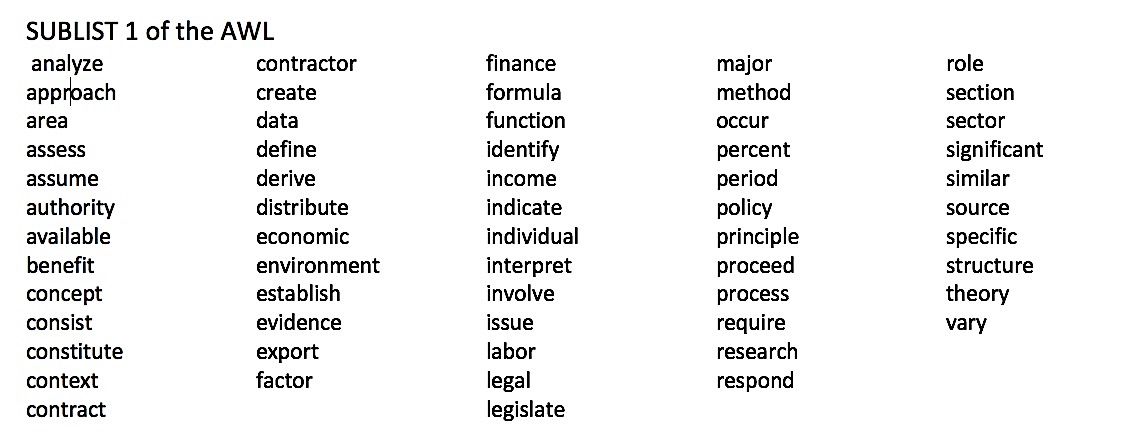




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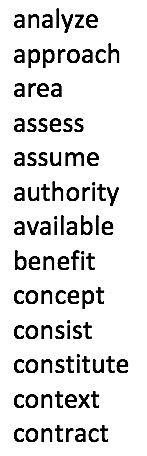
Shift 1: Engaging with complex text and its academic language.

The Academic Wordlist (AWL) is a list of words that appear with high frequency in English language academic texts across disciplines. The list was compiled by Averil Coxhead at the Victoria University of Wellington, New Zealand. The list contains 570 word families and is divided into 10 sublists, with sublist 1 words occurring with the highest frequency within texts. Most of the words on the list have multiple inflections and related words (word families)—for example, ***define, definable, defined, defines, defining, definition, definitions, redefine, redefined, redefines, redefining, undefined*.** Having access to these words is key to learners’ understanding of complex text.

Look at the list of words on sublist 1 of the AWL.

How many words from this list do your learners know?

**SUBLIST 1 of the AWL**



analyze

approach

area

assess

assume

authority

available

benefit

concept

consist

constitute

context

contract

Shift 2: Extracting and citing evidence from the text.

* Look at the news article summary and the six questions below.   
  Which questions are NOT text dependent? How do you know?

With consumers increasingly concerned about how their food is produced, interest in biodynamic farming is growing. While growing in popularity for wine production in Europe, Holistic Roasters also sees the potential for biodynamic farming in the coffee sector.

1. According to the first sentence, what are consumers worried about?
2. Have you ever eaten anything from a biodynamic farm?
3. How important is the term biodynamic to this article? How do you know?
4. Does the term *Holistic Roasters* refer to people or a company? Explain.
5. How is coffee produced?
6. Underline the phrase that tells you what is already being produced biodynamically.

**Shift 3: Building knowledge from rich informational (nonfiction) text.**

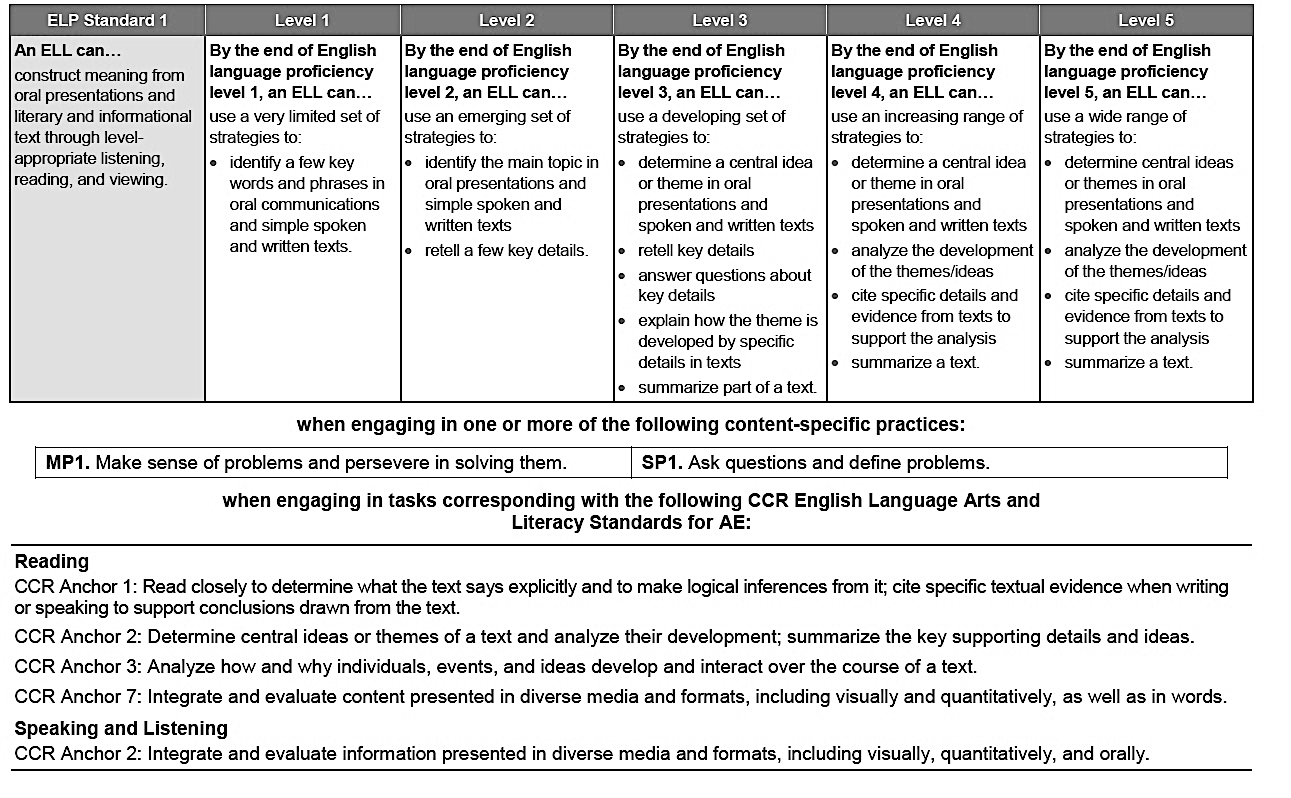
* Check the nonfiction topics below that your learners would be most interested in. Add others.

|  |  |  |
| --- | --- | --- |
| * space exploration * UA history * job search and interviews * community activism * future of technology * happiness * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * diversity in the workplace * cyberbullying * success * high-growth industries * athletes’ biographies * world leader biographies * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * cross-cultural issues * parenting * entertainer biographies * movie reviews * current events * social media * \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

* Check the sources of texts you provide for your learners. Star any that you want to google and explore.
* Your core textbook’s readings
* Your core textbook’s listening passages
* A Reading Skills book’s texts (e.g., Read and Reflect, True Stories)
* A Listening Skills book’s passages (e.g., Listen First, Lecture Ready)
* Newspaper articles (e.g., LA Times, Chronicle, Sacramento Bee)
* Magazine articles (e.g., Time, Newsweek)
* Reading Rockets texts
* NEWSELA articles
* News For You articles
* Voice of America Special English News (listening passages and readings)
* Voice of America Stories about People
* Breaking News English (audio/text)
* TED Talks
* TED Education
* NPR broadcasts
* Podcasts
* YouTube videos
* Oxford Bookworms
* Awesome stories
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Navigating an ELPS Standard**

* Annotate the standard using these labels:   
  **anchor standard levels level descriptors   
  CCRS-ELA correspondence Math/Science/Engineering correspondence**



**(Video) Classroom Observation 1**

* Review the 10 ELP Standards on page 2 of the ELPS Extract.
* Watch video 1 and take notes on the lesson outline below.
* Review your notes and the standards. Did you see evidence of the learners working toward one or more standards? Write the number of the standard near the evidence in the lesson outline.

**LESSON TOPIC Voting Rights Level: High Intermediate/Advanced**

**LESSON OUTLINE:**

|  |  |  |
| --- | --- | --- |
| **STAGE** | **What did you see?** | **Evidence of work toward standard(s)?** |
| **Warm-Up/ Introduction** |  |  |
| **Present** |  |  |
| **Practice** |  |  |
| **Present** |  |  |
| **Practice** |  |  |
| **Application** |  |  |
| **Evaluation** |  |  |

**See the complete lesson at** <https://www.youtube.com/watch?v=Hrol_D_ujsc&feature=youtu.be>

**(Video) Classroom Observation 2**

* Review the 10 ELP Standards on p. 2 of the ELPS Extract.
* Watch the video 2 and take notes using the lesson outline below.
* Review your notes and the standards. Did you see evidence of the learners working toward one or more standards? Write the number of the standard near the evidence in the lesson outline.

**LESSON TOPIC: *Employment* LEVEL: Pre-Beginning**

**LESSON OUTLINE:**

|  |  |  |
| --- | --- | --- |
| **STAGE** | **What did you see?** | **Evidence of work toward standard(s)?** |
| **Presentation 1**  **(Vocabulary)** |  |  |
| **Guided  Practice** |  |  |
| **Communicative Practice** |  |  |
| **Presentation 2**  Text features |  |  |
| **Guided Practice**  Key Details |  |  |
| **Presentation 3**  Reading the Text |  |  |
| **Guided Practice**  Reading the Text |  |  |
| **Formative**  **Asssessment** |  |  |

**See the complete lesson at** <https://www.youtube.com/watch?v=onX5rpQvIvg&feature=youtu.be>

**Assess your comprehension of the webinar content.**

* Review your answers on page 2 and check them against the recording.
* Consider your readiness to dive more deeply into the ELPS.
* Use the key below and our Webinar goals

1 = extremely confident I can do this 2 = confident I can do this  
3 = fairly sure I can do this 4 = not ready to do this, need more support

* I can explain the connection between the ELPS, the CCRS, and the 21st century needs of adult English language learners.
* I can easily navigate the ELPS document in order to make use of it when planning instruction.
* I can recognize the standards in action in different classroom settings.
* I am ready to launch into instructional planning tasks with the ELP Standards when we meet face-to-face.

**Next Steps**

**Between now and our face-to-face session:**

1. Review your notes on page 3.
2. Print out the ELPS Extract and review the 10 standards before our workshop.

**Bring the following to our face-to-face session:**

Your exit tickets from the notes on page 3

Your ELPS extract

A smartphone, tablet, or laptop

A lesson plan you have recently taught (or will teach)

OPTIONAL: your textbook

**References**

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<http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

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Slide 2 - LINCS ESL PRO Companion Learning Resource (AIR) p. 4

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Slides 42-48, 61 -ATLAS-Minnesota Literacy Council. (2018) *CCRS in ABE Video 1- Intermediate ESL*

retrieved from <https://www.youtube.com/watch?v=Hrol_D_ujsc&feature=youtu.be> (CC license)

Slides 51-55, 61- ATLAS-Minnesota Literacy Council. (2018) *CCRS in ABE Video 2- Pre-Beginning ESL*

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