

Scaffolds to Success for Our Adult English Learners:



Planning English Language Instruction with the English Language Proficiency Standards (ELPS)

Facilitated by
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STATED GOALS

By the end of our time together, you should be able to

- easily navigate the ELPS document;
- relate the ELPS to instructional principles and effective planning practices;
- correlate lesson objectives and relevant instructional tasks to ELP and CCR standards; and
- apply workshop content to your own instruction using the ELPS and open resource planning charts and checklists.

YOUR GOALS

By the end of my time in this workshop, I want to be able to:

About your facilitator



Jayme Adelson-Goldstein is a teacher educator, author and curriculum consultant. As Lighthearted Learning, she works with various district, state and federal agencies on technical assistance and teacher education projects and is a frequent presenter at international, national and state conferences.

She is the co-author of the *Oxford Picture Dictionary*, *Read and Reflect* and series director of *Step Forward*.

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TASK 1: TAKING THE JANUS APPROACH

TASK 1:

- Complete the T-chart with your colleagues.
 - You'll have 2 minutes.
- (Aim for at least two items on each side of the chart.)

A LOOK AT ENGLISH LANGUAGE INSTRUCTION	
<i>Over the past 19 years what has...</i>	
Remained the same	Changed

TASK 2: CONSIDERING THE ELPS GUIDING PRINCIPLES

• Rate the ELPS Guiding Principles

- A- This always guides my instruction.
- B- This is something I usually consider when planning instruction.
- C- This is something I sometimes consider when planning instruction.
- D- This is something I rarely if ever consider when planning instruction.

GUIDING PRINCIPLES

- ☐ Adult ELLs have the potential to meet state-adopted challenging academic standards
- ☐ Adult ELLs represent a diverse population of learners
- ☐ Adult ELLs' funds of knowledge are a resource for their learning.
- ☐ Social language has an important role in ELLs' English language acquisition.
- ☐ Three key instructional advances form the basis of state-adopted content standards in English language arts in AE that ELLs must access.
- ☐ Adult ELLs must be able to successfully engage with a wide variety of informational texts.
- ☐ Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.
- ☐ ELLs with disabilities have specific instructional needs.
- ☐ Multimedia technology aligned to ELP Standards for AE should be integrated into instruction.
- ☐ Academic language instructions 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." -from The ELPS, pp 8-9.

TASK 3: Summarizing the Origins of the ELPS

ESSENTIAL QUESTION: <i>What led up to the ELPS?</i> <i>How do their origins affect their role in our instruction ?</i>	
Topics	Notes/Details
<ul style="list-style-type: none"> • Key Shifts in Adult Ed • Relationship between content and language • CCRS shifts • Facts about the ELPS • Scaffolding • NRS and ELPS 	
Summary	

TASK 4: Analyzing the English Language Proficiency Standards

- Work with a partner. Determine who is “odd” and who is “even.”
- “Odd” begins and reads Standard 1 aloud. Work together to decide which language skills are the focus of the standard. “Even” repeats the process with Standard 2.

THE ENGLISH LANGUAGE PROFICIENCY STANDARDS				
An English Language Learner can...	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.				

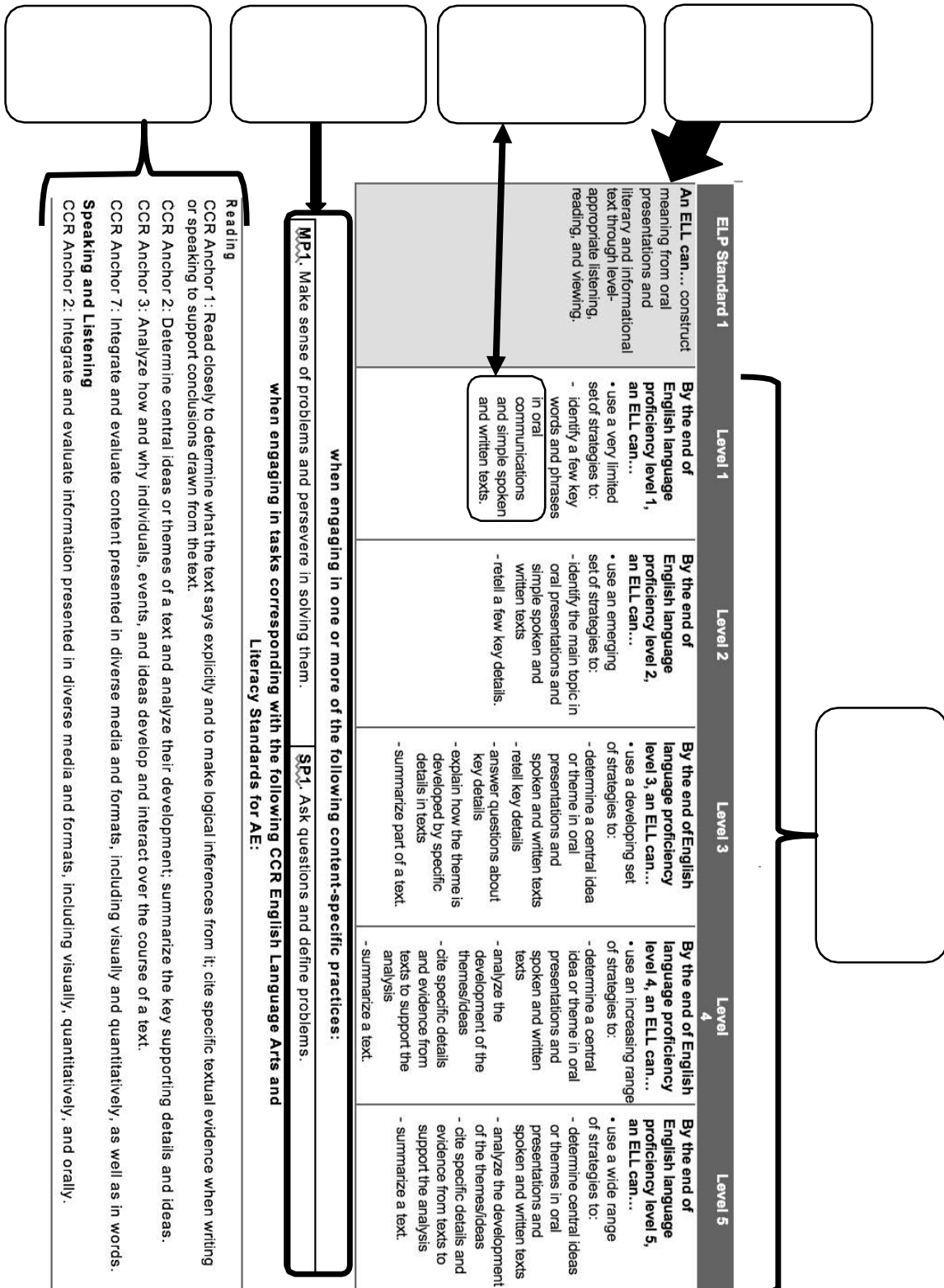
PREDICT AND CHECK

Use the numbers in the **Key** below to label the ELP Standard.

1. Anchor 2. Level Descriptors 3. Integrated Skills

KEY 4. ELA-CCRS Correspondence

5. Correspondences to Math Practices and Science and Engineering Practices



Task 5: Correlating lesson objectives and the ELPS

- Look in your ELPS handout and write the anchor standards for your assigned objective.
- Locate colleagues who can help you fill in the ELP Standard(s) for the remaining objectives.

By the end of the lesson, students will be able to...	Related ELP Anchor Standard(s)
1. give an oral presentation on careers they have researched and give reasons why each career might be one they want to pursue.	
2. call the teacher to leave a message explaining an absence from class.	
3. ask and answer questions about their country's holidays.	
4. respond to questions about personal information.	
5. write a 3-paragraph essay on whether the voting age should be lowered to 16 years of age.	
6. collaborate to chart the amount of money spent monthly on various household budget items.	
7. identify the main idea and key details in an excerpt from ML King's <i>Letter from Birmingham Jail</i> .	
8. write an email to a landlord about apartment problems.	
9. listen to a lecture on Child Development in order to give examples for each of the 5 periods of child development.	
10. interpret a parking ticket including what the ticket is for, how much is owed, and when it is due.	
11. research and produce an oral report on low-cost or free health and nutrition services in the community.	
12. read, analyze and propose solutions for a problem scenario dealing with harassment in the workplace.	
13. demonstrate comprehension of a 5-minute TED Talk on how to dry your hands without wasting paper and express and provide evidence for their opinions about the claims in the video.	
14. listen to a local news report and discriminate between the facts and opinions expressed by reporters.	
15. write a short bio to meet the introduction assignment in an online class.	

Task 6: Observing Standards in the Classroom

- Preview the questions below.
- Watch the video extracted from an ESL Lesson and circle YES or NOT OBSERVED for each of the questions.
- Review your responses with your colleague(s). For any disagreements cite evidence (or the lack of) from the video.

DID THE LEARNERS...

1. interpret complex text either through listening or reading?

Evidence:

2. participate in discussions where they were analyzing, collaborating, and/or responding to their peers ideas and comments?

Evidence:

3. speak or write about topics or text that were appropriately complex?

Evidence:

4. construct, introduce and use evidence to support an oral or written claim about the text or topic?

Evidence:

5. conduct research to solve a problem or answer a question and then analyze and share the results?

Evidence:

6. analyze and evaluate the arguments or evidence they read or heard?

Evidence:

7. adapt their language choices to match their audience?

Evidence:

8. determine the meaning of new terms in a text, a lecture or discussions?

Evidence:

9. present their ideas clearly and coherently (in print or orally), making the relationship between ideas clear.

Evidence:

10. work towards control of Standard English, appropriate to the level?

Evidence:

YES	NOT OBSERVED

BY THE END OF THE LESSON, LEARNERS WILL BE ABLE TO: <i>By the end of the lesson, learners will be able to closely read a level appropriate reading on women's suffrage in order to cite evidence from the text and demonstrate their higher-level thinking when making inferences and discussing the texts' ideas.</i>		
ELP STANDARDS: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 LEVEL: <u>4</u> <u>4</u> <u> </u> <u> </u> <u> </u> <u> </u> <u>3-4</u> <u>3-4</u> <u> </u> <u> </u>		
LANGUAGE SKILL AND LANGUAGE STRATEGY FOCUS: <ul style="list-style-type: none"> Analyze relationships between sets of ideas Make inferences Find textual evidence to support claims Use reference tools to determine meaning 		
CCRS CORRESPONDENCE: R1 R2 R3 R4 R5 R6 R7 R8 R9 R10 RF1 RF2 RF3 RF4 RF5 W1 W2 W3 W4 W5 W6 W7 W8 W9 S/L 1 S/L 2 S/L 3 S/L 4 S/L 5 SL/6 L1 L2 L3 L4 L5 L6		
VOCABULARY THAT REQUIRES EXPLICIT INSTRUCTION	HIGH FREQUENCY: <i>honor, protest, movement*, march</i> * multiple meanings ACADEMIC, CONTENT and TECHNICAL: <i>suffrage, founded, project</i>	
ACADEMIC DISCOURSE SCAFFOLDS	<input checked="" type="checkbox"/> Language prompts for team and pair discussions <input type="checkbox"/> Sentence frames and starters for oral and written reports	<input type="checkbox"/> Paragraph frames for summarizing <input type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other:
CRITICAL THINKING PROMPTS AND TASKS	<input checked="" type="checkbox"/> Text-dependent questions that require inference or evaluation and evidence <input type="checkbox"/> Problem posing <input checked="" type="checkbox"/> Strategic thinking/planning for a task	<input type="checkbox"/> Graphic organizers for note-taking <input type="checkbox"/> Categorizing, ranking, or rating info <input type="checkbox"/> Researching (gathering), analyzing, and evaluating data <input type="checkbox"/> Other:
<p style="text-align: center;">LESSON OUTLINE</p> <ul style="list-style-type: none"> <u>Warm Up:</u> <i>Cross-cultural mixer on experience with voting.</i> <u>Introduction:</u> <i>Set learning targets, state objective, explain task generally.</i> <u>Presentation:</u> <i>Focus learners on text and text features: focus on title, caption, # of paragraphs (teacher led); Present determination vocabulary learning strategy.</i> <u>Guided Practice:</u> <i>Team work to determine meaning of words in text, using sentence frames. Practice with language form: "this/that/these/those"; Practice highlighting and referencing evidence.</i> <u>Free Practice/Application:</u> <i>Teams discuss meaning of each paragraph of the reading. *Note, mini-presentation on citing evidence precedes teamwork.</i> <u>Evaluation:</u> <i>Teacher observation of whole class discussion of text.</i> 		

YOUR TURN!

- **Collaborate with your level-alike colleague(s) to reach consensus and respond to the questions.**

1. What themes or topics are high interest or high need for your learners?
2. Which one of these will you choose today as the basis of a unit of study?
3. What essential questions will your learners be asking during the unit?
4. How will you find out what your learners already know and what they need to know?
5. Think about one lesson in this unit. What should learners be able TO DO by the end of the lesson?

LESSON PLANNING TEMPLATE

BY THE END OF THE LESSON, LEARNERS WILL BE ABLE TO:		Level
ELP ANCHOR STANDARDS: <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 LEVEL FOCUS: — — — — — — — — — —		
LANGUAGE SKILL AND LANGUAGE STRATEGY FOCUS:		
CCRS CORRESPONDENCE: R1 R2 R3 R4 R5 R6 R7 R8 R9 R10 RF1 RF2 RF3 RF4 RF5 W1 W2 W3 W4 W5 W6 W7 W8 W9 S/L 1 S/L 2 S/L 3 S/L 4 S/L 5 SL/6 L1 L2 L3 L4 L5 L6		
VOCABULARY THAT REQUIRES EXPLICIT INSTRUCTION	HIGH FREQUENCY: ACADEMIC, CONTENT and TECHNICAL:	
ACADEMIC DISCOURSE SCAFFOLDS	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Language prompts for team and pair discussions <input type="checkbox"/> Sentence frames and starters for oral and written reports </div> <div style="width: 48%;"> <input type="checkbox"/> Paragraph frames for summarizing <input type="checkbox"/> Checklists and rubrics <input type="checkbox"/> Other: </div> </div>	
CRITICAL THINKING PROMPTS AND TASKS	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <input type="checkbox"/> Text-dependent questions that require inference or evaluation and evidence <input type="checkbox"/> Problem posing <input type="checkbox"/> Strategic thinking/planning for a task </div> <div style="width: 48%;"> <input type="checkbox"/> Graphic organizers for note-taking <input type="checkbox"/> Categorizing, ranking, or rating info <input type="checkbox"/> Researching (gathering), analyzing, and evaluating data <input type="checkbox"/> Other: </div> </div>	
<div style="text-align: center; margin-bottom: 10px;">LESSON OUTLINE</div> <p>Introduce</p> <p>Warm up/Review:</p> <p>Presentation:</p> <p>Formative Assessment:</p> <p>Guided Practice Tasks or Activities:</p> <p>Evaluation:</p> <p>Application Task(s):</p>		

BRINGING COMPLEX TEXT INTO THE CLASSROOM

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

<input type="checkbox"/> space exploration	<input type="checkbox"/> diversity in the workplace	<input type="checkbox"/> cross-cultural issues
<input type="checkbox"/> UA history	<input type="checkbox"/> cyberbullying	<input type="checkbox"/> parenting
<input type="checkbox"/> job search and interviews	<input type="checkbox"/> success	<input type="checkbox"/> entertainer biographies
<input type="checkbox"/> community activism	<input type="checkbox"/> high-growth industries	<input type="checkbox"/> movie reviews
<input type="checkbox"/> future of technology	<input type="checkbox"/> athletes' biographies	<input type="checkbox"/> current events
<input type="checkbox"/> happiness	<input type="checkbox"/> world leader biographies	<input type="checkbox"/> social media
<input type="checkbox"/> _____	<input type="checkbox"/> _____	<input type="checkbox"/> _____

- Check the sources of texts you provide for your learners. Add any that are not here. Star any that you want to google and explore.

<input type="checkbox"/> your core textbook's readings	People
<input type="checkbox"/> your core textbook's listening passages	<input type="checkbox"/> <i>Breaking News English</i> (audio/text)
<input type="checkbox"/> a reading skills book's texts (e.g., <i>Read and Reflect</i> , <i>True Stories</i>)	<input type="checkbox"/> <i>TED Talks</i>
<input type="checkbox"/> a listening skills book's passages (e.g., <i>Listen First</i> , <i>Lecture Ready</i>)	<input type="checkbox"/> TED Education
<input type="checkbox"/> newspaper articles (e.g., <i>Casper Star Tribune</i> , <i>Wyoming Tribune Eagle</i> , <i>Washington Post</i> , etc.)	<input type="checkbox"/> NPR broadcasts
<input type="checkbox"/> magazine articles (e.g. <i>Time</i> , <i>Newsweek</i> , etc.)	<input type="checkbox"/> Storycorps
<input type="checkbox"/> <i>Reading Rockets</i> texts	<input type="checkbox"/> <i>Occupational Outlook Handbook</i> job profiles
<input type="checkbox"/> NEWSELA articles	<input type="checkbox"/> <i>Career OneStop</i> Career Videos
<input type="checkbox"/> <i>News For You</i> articles	<input type="checkbox"/> <i>The Moth</i> (e.g. English Lesson)
<input type="checkbox"/> <i>Voice of America</i> Special English News (listening passages and readings)	<input type="checkbox"/> Podcasts
<input type="checkbox"/> <i>Voice of America</i> Stories about	<input type="checkbox"/> YouTube videos
	<input type="checkbox"/> Oxford Bookworms
	<input type="checkbox"/> <i>Awesome stories</i>
	<input type="checkbox"/> _____
	<input type="checkbox"/> _____
	<input type="checkbox"/> _____