

# Supporting Learner Success using the English Language Proficiency Standards for Adult Education

ACE of Florida Conference

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## Objectives:

- Relate the guiding principles of the ELPs for Adult Education to your practice.
- Identify the language demands of instructional tasks.
- Identify the ELPs that can support learner success with the language demands of instructional tasks
- Develop appropriate scaffolds for building language and thinking skills needed for success with rigorous instructional tasks.

## K-W-L

What I know about the ELPs already	What I want to learn more about	What I learned today

## Guiding Principles for the English Language Proficiency Standards for Adults

Selection of the ELP Standards for Adults were informed by a set of guiding principles. How do these guiding principles relate to your own practice? Mingle for 10 minutes and talk to at least 4 people. Share examples and successes from your personal experiences that reflect these principles in practice. What do teachers need to do to enact these principles?

Guiding Principles	Examples and successes from your personal experiences that reflect these principles in practice
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 process.	
5. Three key instructional advances 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 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 the ELP Standards for AE should be integrated into instruction.	
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.	

### Supporting Learner Success using the English Language Proficiency Standards for Adult Education

## The English Language Proficiency Standards for Adult Education

ELP Standards for AE An ELL can...	Functions of standards
<ol style="list-style-type: none"> <li>1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</li> <li>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.</li> <li>3. speak and write about level-appropriate complex literary and informational texts and topics.</li> <li>4. construct level-appropriate oral and written claims and support them with reasoning and evidence.</li> <li>5. conduct research and evaluate and communicate findings to answer questions or solve problems.</li> <li>6. analyze and critique the arguments of others orally and in writing.</li> <li>7. adapt language choices to purpose, task, and audience when speaking and writing.</li> </ol>	<p>Standards 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state-adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.</p>
<ol style="list-style-type: none"> <li>8. determine the meaning of words and phrases in oral presentations and literary and informational text.</li> <li>9. create clear and coherent level-appropriate speech and text.</li> <li>10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.</li> </ol>	<p>ELP Standards 8–10 support ELP Standards 1–7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.</p>

**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>

<sup>13</sup> Adapted from WIDA Consortium. (n.d.). *WIDA support examples across levels*. Retrieved from <https://lincwellell.wikispaces.com/file/view/WiDA+Support++Examples+Across+Levels.pdf>

## Revisiting the objectives:

- Relate the guiding principles of the ELPs for Adult Education to your practice.
- Identify the language demands of instructional tasks.
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- Develop appropriate scaffolds for building language and thinking skills needed for success with rigorous instructional tasks.

As I call out the objective, stand next to the sign (1, 2, 3, or 4) that best describes your current comfort level with that objective.

1) I am not feeling at all confident in this area yet and need more supports to apply it to my work.

2) I have an emerging level of confidence in this area and can begin applying it to my work.

3) I feel quite confident in this area and comfortable applying these ideas to my work.

4) I feel very confident in this area and comfortable applying these ideas to my work.

## References

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## **Recommended Resources**

### **ESL Pro**

Adelson-Goldstein, J. (2016). *LINCS ESL Pro: Preparing English Learners for Work and Career Pathways*. [Companion Learning Resource/Digital Magazine]. Washington, D.C., American Institutes for Research and OCTAE.  
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### **Some Sources for Rich Content**

The Change Agent ([changeagent.nelrc.org/](http://changeagent.nelrc.org/)) provides socially relevant content, powerful student writing that inspires discussion, and ready-to-use, CCR-aligned lesson plans – all oriented toward a multi-level audience.

NewsELA ([newsela.com/](http://newsela.com/)) Current news articles that have been adapted for various reading levels, accompanied quizzes that give practice with text-dependent questions.

ReadWorks ([readworks.org](http://readworks.org)) is a K-12 site that provides content-area readings, some of which are appropriate for adult ESOL.

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## Recommended Websites

Academic Language Development Network (<http://aldnetwork.org>) provides resources and ideas for teaching academic language.

Academic Language and Literacy (<http://www.jeffzwiers.org>) is a site for helping educators accelerate ELLs' development of academic language, literacy, and content understandings in all classrooms. There are tools and tasks appropriate for adult ESL and Basic Skills classrooms.

LINCS ESL Pro Resource Collection (<https://lincs.ed.gov/programs/eslpro>)

This site offers evidence-based resources to enhance the impact of adult English Language Learner (ELL) instruction nationwide and in your community. Each topic-driven suite of resources includes an issue brief, online learning module, and a companion learning resource for educators. Suite 1 Meeting the Language Needs of Today's Adult English Language Learner; Suite 2 Integrating Digital Literacy into English Language Instruction; Suite 3 Preparing English Learners for Work and Career Pathways

New American Horizons Foundation (<http://www.newamericanhorizons.org>) aims to enhance the development of teachers through a series of training videos, *Teaching ESL to Adults: Classroom Approaches in Action*. Videos in the series demonstrate the application of many of the strategies highlighted in this brief.

The Critical Thinking Community (<http://www.criticalthinking.org>) helps educators to develop an understanding of what critical thinking entails at all levels of education.

Understanding Language: Language, Literacy, and Learning in the Content Areas (<http://ell.stanford.edu>) from Stanford University provides resources, including articles, sample units, online modules, and more to support the education of ELLs in the content areas. While targeted at K–12 educators, many of the resources can help advance the rigor of instruction for adult ELLs and ABE Basic Skills as well.