

SUPPORTING LEARNER SUCCESS USING THE ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

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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

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.

Today's Agenda

- K-W-L the ELPs
- What the ELPs mean for you
- Using the ELPs to increase rigor
- A task-analysis approach
- Sample Lessons and task analysis
- Applying the principles



K-W-L the ELPs for Adult Education

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

How things change.....

- How is the field of adult ESL different now than 10-15 years ago?
- Than just 5 years ago?



What accounts for these changes, do you think?

Recent Instructional Shifts in ABE

Integration of content areas (civics, workplace readiness, career training)



Recent Instructional Shifts in ABE

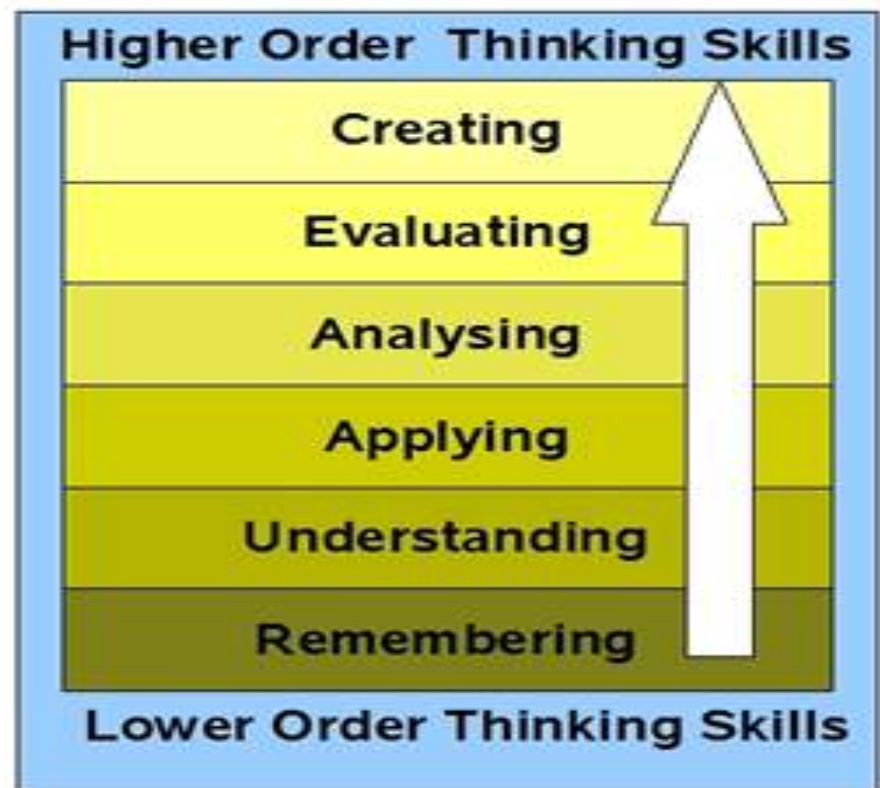
Integration of transitions skills at all levels (Parrish & Johnson, 2010)



Recent Instructional Shifts in ABE



Teaching of higher-order thinking and problem solving skills

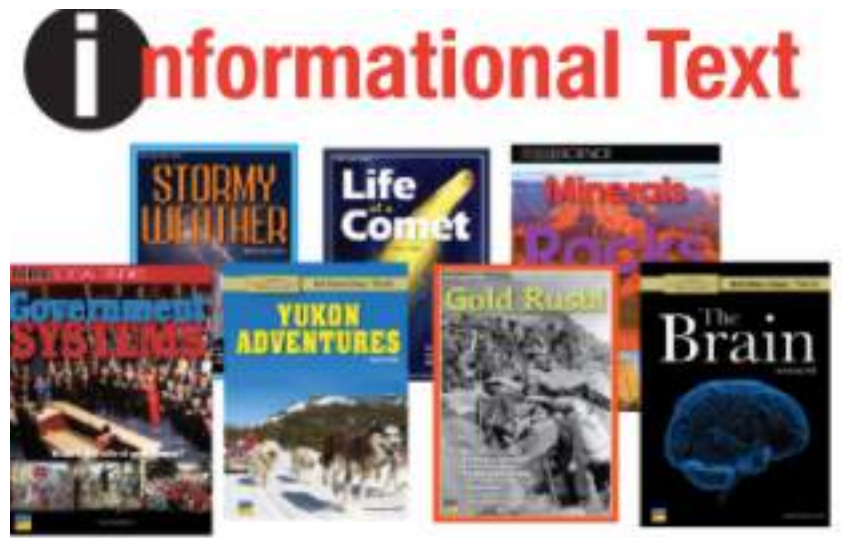


Recent Instructional Shifts in ABE

Prioritizing content-rich informational texts

Emphasizing academic language of those texts

Including more writing genres (Fernandez et al, 2017)



Three key instructional shifts work to shape more rigorous instruction

It starts with the English Language Arts (ELA) shifts...



**Engage with
Complex Text**

**Extract and
Employ
Evidence**

**Build
Knowledge**

THESE KEY SHIFTS BUILD TOWARD
COLLEGE AND CAREER READINESS

CCRS = Skills for Success



College students in Vietnam

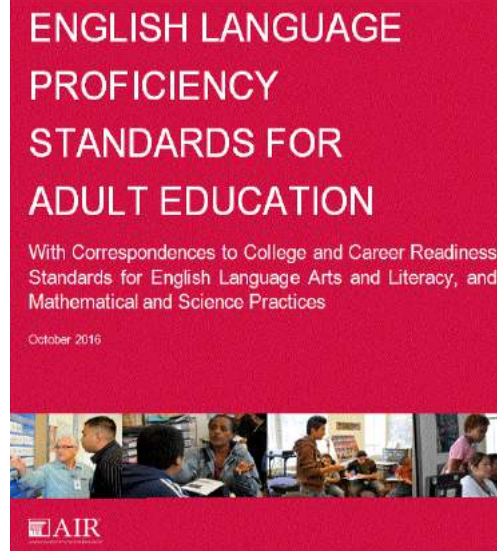


ELP Standards = Language “lift” to CCRS

*“The ELP Standards for AE are essential to ensuring that adult ELLs receive the focused and effective instruction they need to **access states’ academic content standards**. To that end, the ELP Standards strongly emphasize the **academic language needed by ELLs to engage with and meet state-adopted content standards**.” (from ELP Report, Oct. 2016)*



So...what are the standards?



Standards 1-7

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.

Standards 1-7

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.

Standards 8-10

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.

Standards 8-10

- 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.

The Guiding Principles



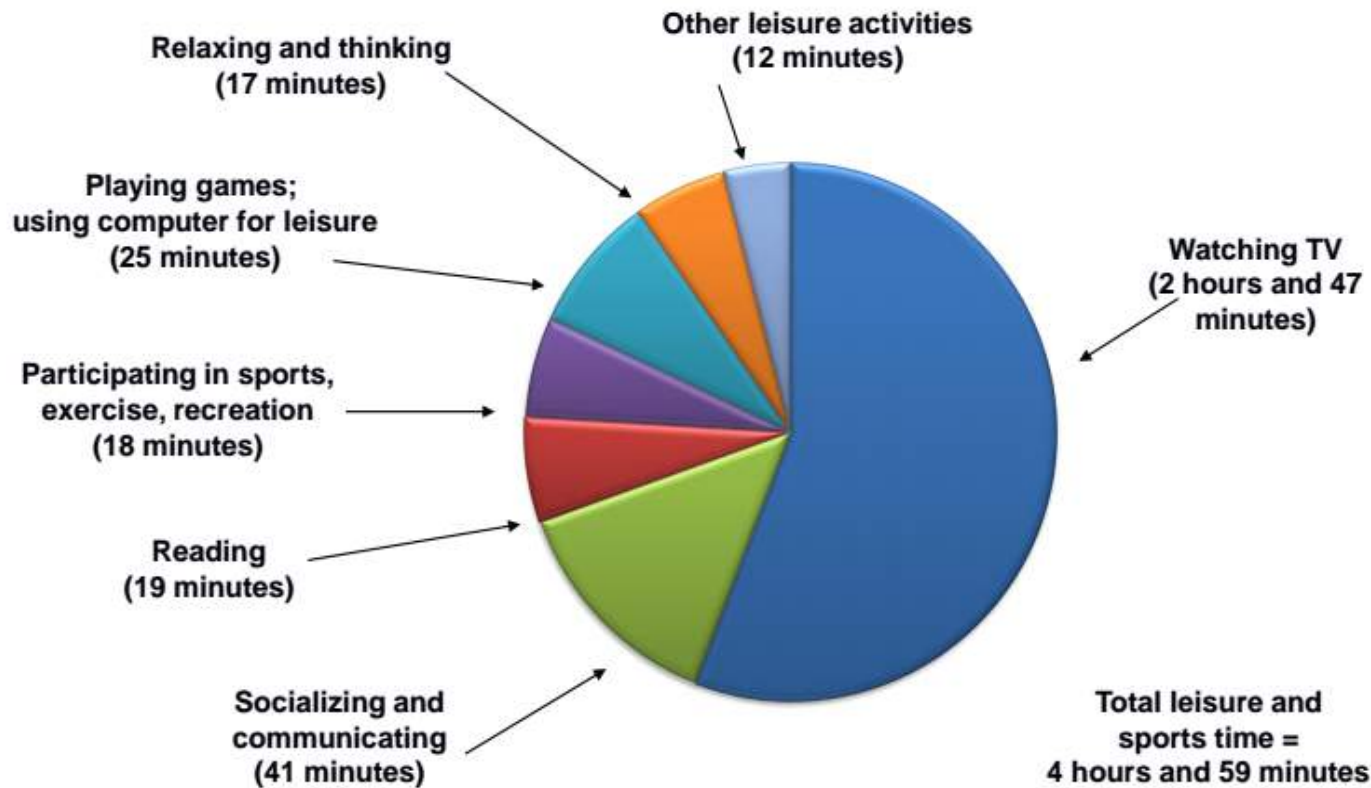
- Mingle for 10 minutes and talk to at least 4 people.
- Share examples and successes from your personal experiences that reflect these principles in practice.
- What do teachers need to do to enact these principles?

Using the ELPs as a road map to reaching rigorous standards



Sample 1

Leisure time on an average day

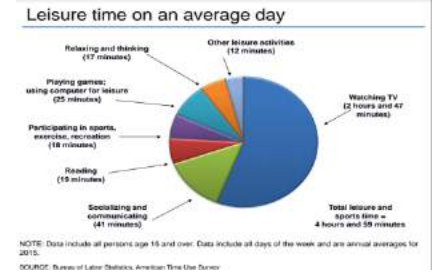


NOTE: Data include all persons age 15 and over. Data include all days of the week and are annual averages for 2015.

SOURCE: Bureau of Labor Statistics, American Time Use Survey

Leisure Time Activities

Level: Low-Intermediate ESL



Task: Read this chart and answer these questions with your partner:

1. How many leisure activities are included on the chart?
2. What is the total time not spent watching television?
3. How much time could people spend interacting with others?
4. How much of the time can be spent outdoors?
5. How healthy are these practices? Why?

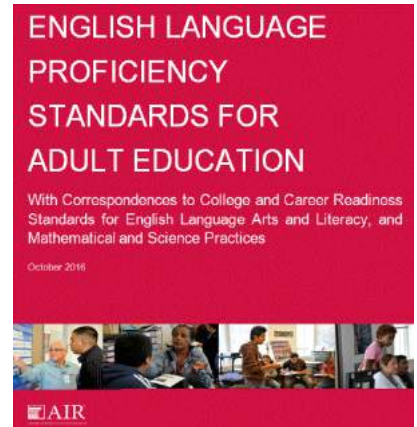
Ultimate Goals for Sample 1



- **Reading CCR Anchor Standard 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
 - LEVEL B: Use information gained from illustrations and the words in the text.
- **Speaking and Listening CCR Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - LEVEL B: Determine the main ideas and supporting details ofinformation presented in diverse media or formats.

Which ELPs will be most relevant?

- ELP 1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
- ELP 3: Speak and write about level-appropriate complex literary and informational texts and topics.
- ELP 10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.



HOW do we....

- Help an ELL **construct meaning** through level-appropriate listening, reading, and viewing.
- Provide **language** needed to **speak and write** about level-appropriate complex literary and informational texts and topics.
- Develop ELLs' **command** of the **conventions of standard English**.

Let's deconstruct the ELPs through a look at the task demands.



Use our tools to analyze task demands

DOK Chart

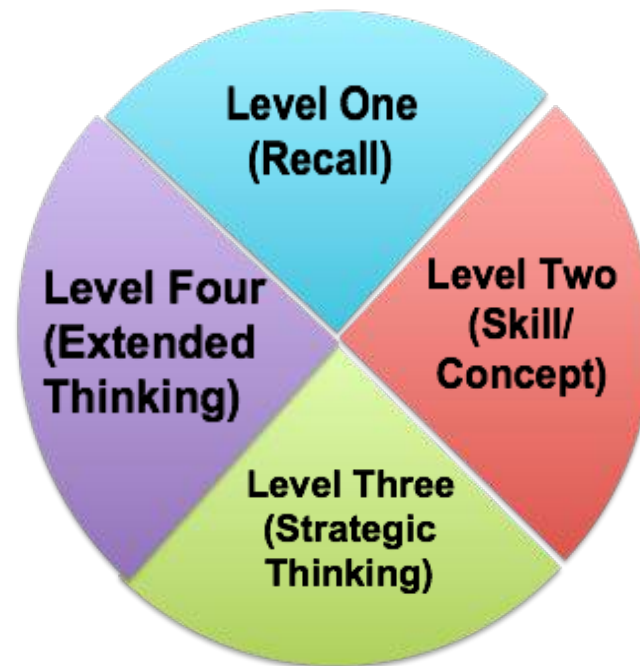
- What analytical skills do learners need to employ to complete this task successfully?

Functions and Forms Chart

- What language functions and forms do learners need to use to complete this task successfully?



Using Depth of Knowledge (DOK) to Identify Analytical Skills



(Webb, 2002)

Language Functions and Forms

Language Functions

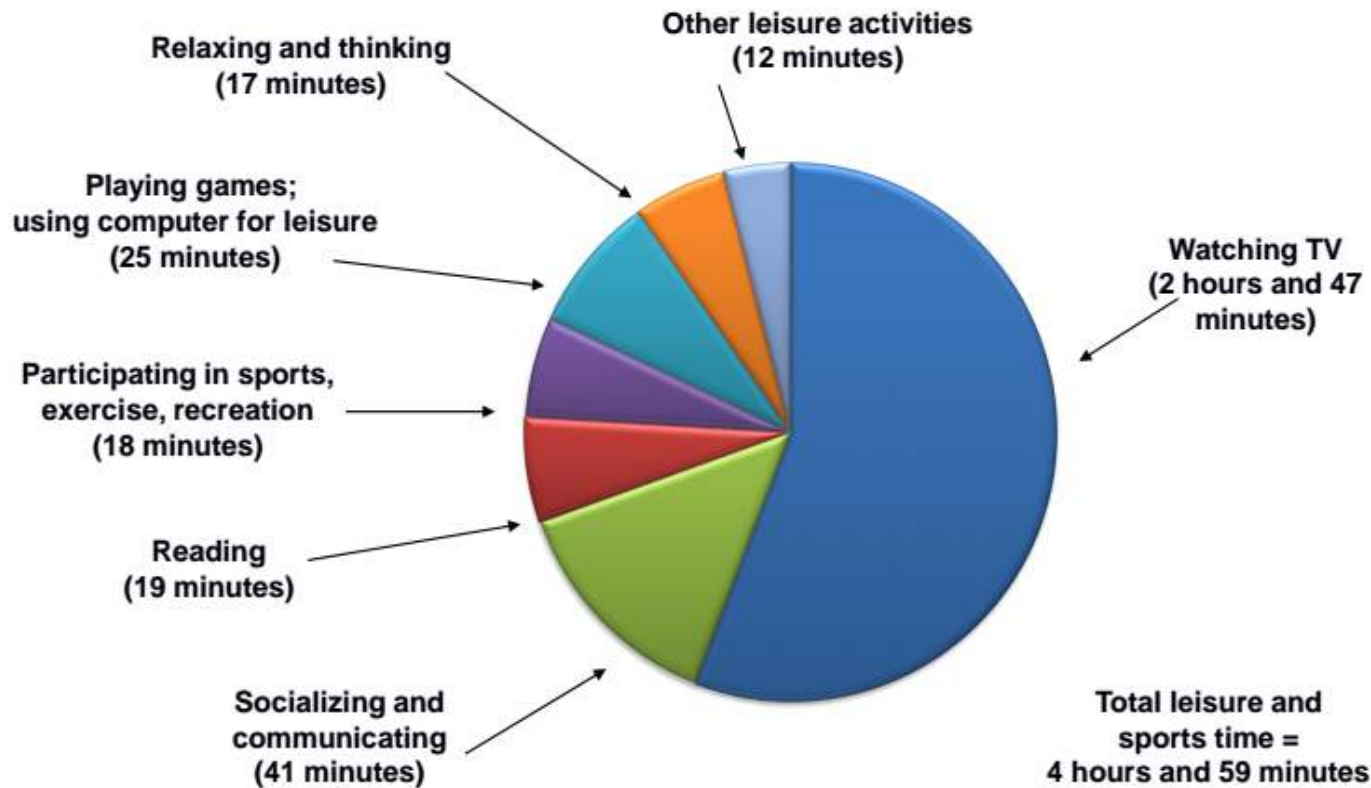
- What learners DO with language
- Linguistic actions
- Purposes of language use

Language Forms

- Language structures
- Academic vocabulary

Sample 1

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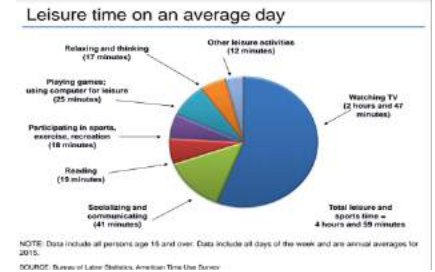


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Depth of Knowledge

Level 1

- Identify
- Report

Level 2

- Infer
- Classify
- Interpret
- Compare

Level 3

- Interpret
- Draw conclusions
- Formulate opinions
- Cite evidence

Language Functions and Forms

Language Functions

- reading and comprehending the text
- expressing and supporting opinions
- comparing and contrasting
- hypothesizing and speculating
- drawing conclusions

Language Forms

- comparatives and superlatives
- simple present tense to describe routines
- modals of possibility
- and gerunds used as nouns
- “Wh-question” forms (e.g., how much time...?)

It's time to provide the right scaffolds





Relaxing and thinking





Watching TV





Reading





Socializing and communicating





Exercising





Playing sports





Recreation





Using a computer for leisure





Playing games





Playing video games



What about these? Are they leisure activities?



Word stress on these words

Which pattern do you hear?

Pattern 1: o O o

Pattern 2: O o o

Pattern 3: O o o o

Pattern 4: o o O o

Pattern 5: o O o o o

Word stress on these words

Which pattern do you hear?

Pattern 1: o O o computer, relaxing

Pattern 2: O o o exercise, video

Pattern 3: O o o o socializing

Pattern 4: o o O o recreation

Pattern 5: o O o o o communicating, participating

Prompt and present speculative language

- Sorting task:
 - Can we do these activities alone, with others, or either?
 - Can we do these activities indoors, outdoors, or either?

Co-construct grammar they need

- What is the total time not spent watching television?
- What is the total time not spent socializing and communicating?
- Elicit the language: Let's compare those two. What can we say?

People spend (much, considerably) more time watching television than socializing and communicating.

Language for making a claim

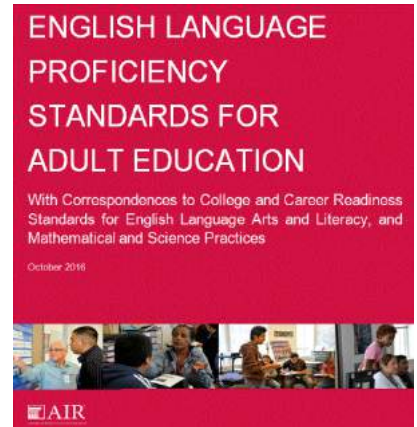
I believe _____ because...

The chart shows....

People spend far more time on _____ than _____, which could cause....

Connecting scaffolds back to the ELPs

- ELP 1: Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
- ELP 3: Speak and write about level-appropriate complex literary and informational texts and topics.
- ELP 10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.



Proving the scaffolds to get there

ELP 1 Construct meaning from informational text	Present visuals with photos Picture sort/categorizing Checking with non-verbal guessing task (partners)
ELP 3 Speak about level-appropriate complex informational texts and topics.	Speculating using language frames: I think people could... People can do _____ alone or with others. Pronunciation: Word stress matching
ELP 10 Demonstrate command of the conventions of standard English	Co-construct language for comparing and contrasting • People spend (a little, much, considerably) more time _____ than _____. Language for making claims with evidence • I think _____ is unhealthy because

Ultimate Goals for Sample 2



- **Speaking and Listening CCR Anchor Standard 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
 - LEVEL A/B: Ask and answer questions about key details; determine main ideas from information presented in diverse media/formats
- **Writing CCR Anchor Standard 2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 - LEVEL A/B: Name a topic, supply some facts about the topic, provide closure; using linking words and phrases to connect ideas.

Sample 2: Writing a Report about Class Learning Strategies

Step 1: One-question Interview

1. How often do you talk to your neighbors in English?

Every day

I

Once a week

~~IIII~~ I

Once a month

I

Never

II

Other _____

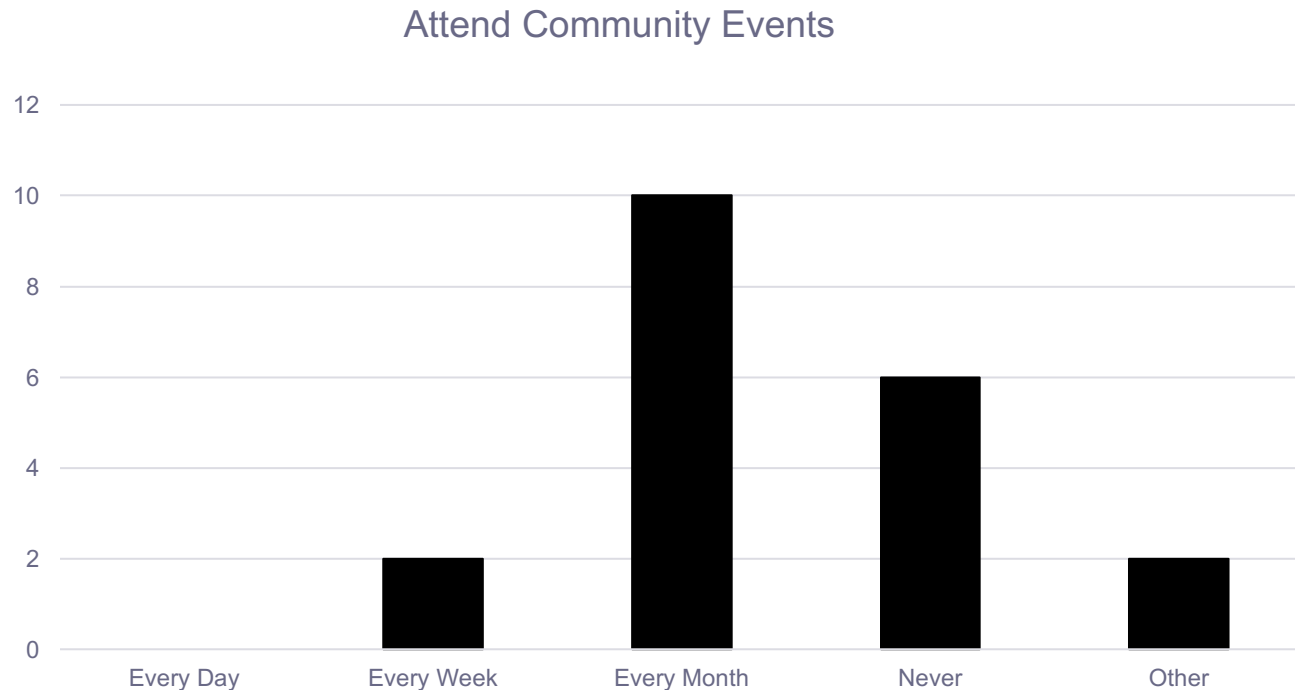
Step 2: Provide language to talk about the data

- *Many people in class....*
- *Some people....*
- *Half the class...*
- *Two-thirds of the class...*
- *More people _____ than _____*
- *Almost everyone....*

Step 3: Create a graph and report to others

With more useful language frames again:

- We found that...
- Our data show that



Step 4: Write a report about class results

Reporting Results using a Paragraph Frame

Our class uses many techniques for practicing English. We _____ that _____ read(s) the news online in English _____. _____ people _____. The data show that more _____ than _____. This shows that _____.

Depth of Knowledge

Level 1

- Identify
- Report
- Tabulate

Level 2

- Classify
- Interpret
- Make observations
- Summarize
- Show

Level 3

- Interpret
- Draw conclusions
- Cite evidence

Language Functions and Forms

Language Functions

- Analyzing (the data)
- Asking informational questions (surveying)
- Describing (trends)
- Making claims

Language Forms

- Simple present tense to describe routines or to report information
- Adverbs of frequency
- Simple past for reporting results
- “Wh-question” forms (e.g., how much time...?)
- Quantity words

Sample 3: Using a text set on personality birth-order theory

- A reading from a textbook
- A web-based article
- Using Jigsaw



Ultimate Goals for Sample 3



CCR Reading Anchor 9

- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the author takes.

CCR Writing Anchor 1

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCR Writing Anchor 7

- Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject matter.

Sample 4: Applying the principles to published materials you encounter.

- What ELPs seem like a good fit for this task?
- How will you implement this task to provide rigor and work towards at least of 2 of the ELPs?
- What analytical skills would learners employ?
- What language forms and functions should you address?



Wrap Up and Questions:

Revisit your K-W-L

What was confirmed?

What was clarified?

What did you learn that you hadn't considered before?

What still puzzles you?

Reflecting on your learning



As I call out the objective, stand next to the sign 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.

