# 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

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# English Language Proficiency Standards for Adult Education

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**October 2016**

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1000 Thomas Jefferson Street NW
Washington, DC 20007-3835
202.403.5000

**www.air.org**

This report was produced under U.S. Department of Education Contract No. ED-VAE-15-C-0040 with American Institutes for Research. Ronna Spacone served as the Contracting Officer's Representative. The views expressed herein do not necessarily represent the positions or policies of the Department of Education. No official endorsement by the U.S. Department of Education of any product, commodity, service, or enterprise mentioned in this publication is intended or should be inferred.

**U.S. Department of Education**
John B. King
*Secretary*

**Office of Career, Technical, and Adult Education**
Johan E. Uvin
*Acting Assistant Secretary*

**Division of Adult Education and Literacy**
Cheryl Keenan
*Director*

October 2016

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This report is available in the Literacy Information and Communication System (LINCS) Resource Collection at http://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

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# Acknowledgments

The success of the project and this final report would not have been possible without the help and contributions of many individuals—including subcontractor SupportEd and members of the expert panel. The following individuals shared their time and expertise in standards development, adult learning, and English language acquisition. They provided valuable research materials, suggestions, recommendations, and original writing.

**Larry Condelli**
Senior Adviser and Managing Researcher
American Institutes for Research
Washington, DC

**H. Gary Cook**
Director of Research
WIDA Consortium
Madison, WI

**Mariann Fedele-McLeod**
Project Director and Principal Researcher
American Institutes for Research
Sacramento, CA

**Marcela Movit**
Researcher
American Institutes for Research
Washington, DC

**Jane Roy**
Adjunct Instructor/Consultant
South Dakota State University
Brookings, SD

**John Segota**
Associate Executive Director for Public Policy & Professional Relations
TESOL International Association
Arlington, VA

**Sydney Snyder**
Principal Associate
SupportEd
Washington, DC

**Diane Staehr Fenner**
Founder & President
SupportEd
Washington, DC

**Patsy Egan Vinogradov**
Director
ATLAS (ABE Teaching and Learning Advancement System)
St. Paul, MN

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# I. Introduction

The English Language Proficiency (ELP) Standards for Adult Education (AE) are intended to address the urgent need for educational equity, access, and rigor for adult English language learners (ELLs). States are adopting challenging academic content standards for adult education with the goal of ensuring that adult learners are adequately prepared for careers and postsecondary education. This trend is in response to the Workforce Innovation and Opportunity Act (WIOA) (Pub. L. 113-128) mandate that requires states to "align content standards for adult education with state-adopted challenging academic content standards." It is also a response to a growing body of evidence about what makes instruction effective (American Institutes for Research, 2015).[1]

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. When the language demands inherent in state-adopted academic content standards are understood, more effective instruction can be delivered to adult ELLs. Use these standards to design effective lessons that promote rigorous instruction for adult ELLs. The ELP Standards for AE were identified to help ELLs acquire the language knowledge and skills necessary to achieve their postsecondary and career goals.

This document is designed to explain the ELP Standards for AE and support their use and implementation at the classroom level. It provides information about the process to select the Standards and their structure. Specifically, the document includes details about the methods that expert panel members used to select the standards. It also discusses the design parameters that define what the standards are and are not. Finally, the document includes the guiding principles that articulate the understanding of adult language acquisition and adult learning theory that informed this work. To support *use and implementation* of the Standards at the classroom level, this document presents the ELP Standards for AE in detail. It also offers several tools that can be used in conjunction with the standards. These include (a) correspondences between the ELP Standards for AE and the College and Career Readiness (CCR) Standards for AE, (b) scenarios that provide examples of instruction based on the standards ("What It Looks Like in Practice"), (c) a glossary of key terms (Appendix A), and (d) examples of instructional scaffolds and supports for learners at varying levels of English language proficiency (Appendix C).

[1] For more on the knowledge and skills teachers need to be effective, see American Institutes for Research, 2015.

This document includes five sections. This section, Introduction, provides an overview and the purpose of developing the ELP Standards for AE. Section II, Rationale for the Development of the Standards, highlights the importance of creating standards that are specifically designed for adult ELLs. Section III, Process of Selecting English Language Standards for Adult Education, summarizes the process used to select the ELP Standards for AE. It also explains the design parameters and guiding principles that framed the selection process. Section IV, The Results: English Language Proficiency Standards for Adult Education, describes the organization and key features of the Standards. It presents two views of the standards, which are intended to be used for different purposes depending on the instructional context. Section V, Tools to Support Teachers' Understanding and Use of the Standards, includes a summary of correspondences between CCR content standards and the ELP Standards for AE.

The ELP Standards for AE build on and continue the U.S. Department of Education Office of Career, Technical, and Adult Education's (OCTAE) investment in standards-based education reform. OCTAE has supported state efforts to develop academic content standards for adult education for more than a decade. This investment has included such initiatives as the Standards-in-Action: Innovations for Standards-Based Education, Promoting CCR Standards in Adult Basic Education, and Implementing CCR Standards in Adult Education. The development of the ELP Standards for AE was rooted in the history of these initiatives and in OCTAE's vision of ensuring that all learners have access to the highest quality instruction.

# II. Why English Language Standards for Adult Education?

The National Reporting System (NRS) for Adult Education is the accountability system for the state-administered, federally funded adult education (AE) program. According to the most recent data from the NRS, ELLs currently make up more than 40% of AE students in the federally funded system. At the same time, more than 30% of all adult learners are at the lowest levels of literacy. Most of these low-literate learners (61%) are ELLs.[2] In addition, low-literate learners are typically at the lowest socioeconomic levels. Although all adult learners may transition to postsecondary education, accessing postsecondary education is especially challenging for ELLs. If adult learners do not have the opportunity to develop basic literacy and language skills, then they cannot meet the entry requirements for college or be successful in a postsecondary education or workplace setting that requires proficiency in English.

The Workforce Innovation and Opportunity Act (WIOA) highlights the importance of preparing all adults, including ELLs, for continued education and training beyond high school. Continued education helps adults obtain jobs in high-demand industries and career fields and earn wages that can lead to greater economic stability: "Research suggests that 'good jobs'—that is, jobs that pay family-sustaining wages—require at least some postsecondary education" (Wrigley, 2015). According to WIOA, English language acquisition programs should be designed to support ELLs in becoming skilled in reading, writing, speaking, and comprehension of English. English language acquisition programs must also help ELLs obtain a high school diploma or its recognized equivalent and support them as they move toward further education, training, or employment. To meet these goals, ELLs must meet state-adopted academic content standards. Although many ELLs come to the United States with many valuable skills and resources, they still face the difficult task of acquiring English while simultaneously learning academic or career content and skills.

Academic content standards that are used to prepare students for college and careers require that students are able to perform complex language functions (e.g., construct arguments) across disciplines. However, many English language acquisition classrooms may not be adequately preparing adult ELLs with regard to the instructional advances required by standards-based academic content. There is a gap between what is generally taught in adult English language acquisition classes and the language demands of advanced education and employment (Parrish & Johnson, 2010). English language acquisition classes, especially those for beginning-level students, often focus on life skills, such as banking and shopping (Parrish, 2015).

[2] **2013-14 program year; retrieved from wdcrobco01.ed.gov/CFAPPS/OVAE/NRS/main.cfm**

The ELP Standards for AE, however, emphasize the need for English language acquisition programs to move beyond teaching life skills. These programs must promote college and career readiness for adults and meet the high expectations set forth in WIOA. To meet this goal, the ELP Standards for AE describe the specific English language skills that ELLs need to access the rigorous content specified in state-adopted academic content standards. Through these descriptions, the ELP Standards for AE provide guidance for effectively supporting ELLs of varying proficiency levels as they acquire English language skills and content knowledge. The ELP Standards for AE also make recommendations on the types of linguistic supports that ELLs may need.

To meet these many challenges and demands and to begin selecting ELP Standards for AE to help programs meet students' needs, it was crucial to have a set of existing evidence-based K–12 ELP standards as a basis. Rather than develop an original set of standards, the project team determined that the ELP Standards for AE should be derived from an applicable and widely accepted framework of K–12 ELP standards. The project team chose the ELPA21 K–12 ELP Standards (hereafter referred to as the "ELPA21 Standards") as the starting point for the selection of the ELP Standards for AE. The Council of Chief State School Officers (CCSSO), the Understanding Language Initiative at Stanford University, and states from the ELPA21 consortium worked with WestEd to develop the ELPA21 Standards. Educators in K–12 classrooms in 19 states are using the ELPA21 Standards to help ELLs prepare for the language demands of standards-based instruction[3]. The ELPA21 Standards "highlight and amplify the critical language, knowledge about language, and skills using language" that are integrated in state-adopted academic content standards (Council of Chief State School Officers, 2014, p. 1). They also underscore the interconnectivity between language and standards-driven content. Accordingly, the ELP Standards for AE can be used to support adult ELLs' academic language development and participation in content-related areas, as required under WIOA. With the selection of the foundational evidence-based K–12 standards, the project team began the rigorous standards selection process.

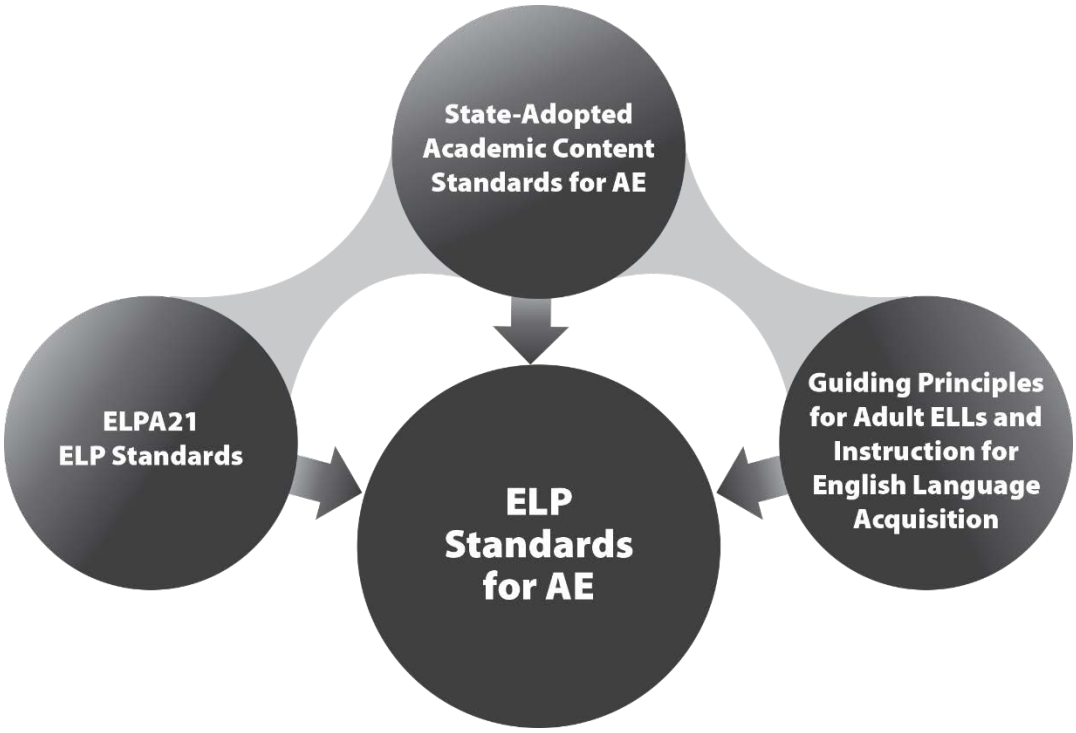
To select the ELP Standards for AE, American Institutes for Research (AIR), in partnership with SupportEd, convened an independent expert panel to review the ELPA21 Standards from an adult education perspective. The panel included representatives from the fields of K–12 and adult education. Members were selected to ensure that the panel included expertise in the areas of ELP and CCR standards, English language acquisition, and ESL instruction. Biographical summaries for the panelists are provided in Appendix B.

[3] The original states in the ELPA21 Consortium were Arkansas, Florida, Iowa, Kansas, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia.

# III. Process of Selecting English Language Proficiency Standards for Adult Education

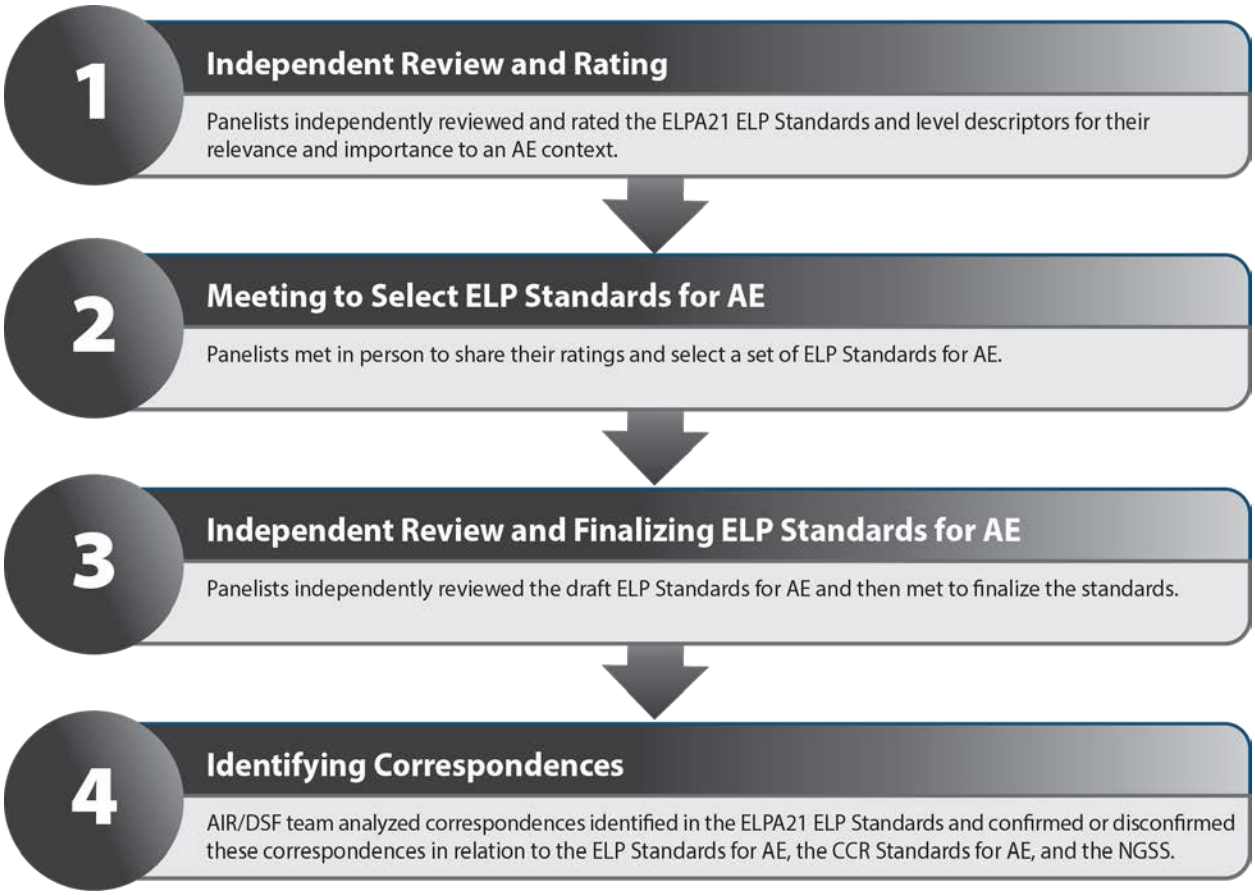
The panel used a rigorous process for selecting the ELP Standards for AE that was informed by a guiding framework. Figure 1 identifies the main influences on the standards selection process. The panel understood the importance of defining the language knowledge and skills ELLs need to access academic content standards. Panelists reviewed the ELPA21 Standards and state-adopted academic content standards and connected the two to ensure close correspondence between them. In creating the supporting framework, the panel considered the theoretical foundation and evidence base of what is known about adult English language acquisition and ELLs.

**Figure 1. Influences on the Selection of English Language Proficiency Standards for Adult Education**




The framework ensures that the standards lead adult educators to recognize the strengths of adult ELLs. Further, it assured that the selection process took the adult education program and classroom context into account. Guided by framework panelists reviewed the ELPA21 ELP Standards to select a set of ELP Standards for AE that respond to the AE context. The four steps in the standards selection process are presented in Figure 2 and described below.

**Figure 2. Process of Selecting the English Language Proficiency Standards for Adult Education**




**Step 1: Independent Review and Rating.** Panelists were first oriented to the ELPA21 Standards, the task of the panel, and the process for selecting the standards. The ELPA21 Standards are organized into six grade levels and/or grade spans: K, 1, 2–3, 4–5, 6–8, and 9–12. Each grade or grade span has 10 anchor standards with five proficiency levels each, for a total of 300 individual-level descriptors. The level descriptors describe what an ELL's language use might "look like at each ELP level as he or she progresses toward independent participation in grade-appropriate activities" (CCSSO, 2014, p. 1).

In order to select the standards and level descriptors most in line with an adult education context, the panelists independently reviewed all of the ELPA21 Standards and level descriptors. During this independent review process, panelists were asked to rate the 10 ELPA21 Standards on their importance and relevance to adult education. They also rated each of the 300 individual-level descriptors. To determine each rating, panelists used a rubric with a scale from 1 (strongly disagree) to 5 (strongly agree) to assign a value to the following statement: "The selected ELP Standard/descriptor is important to the academic language development as a roadmap to the CCR Standards for AE." They used another rubric with a scale from 1 to 5 to assess the extent to which each standard and level descriptor was focused on and relevant to the adult education context and adult ELLs. To make that rating, panelists

evaluated the standards and level descriptors against the following statement: "The selected ELP Standard(s)/descriptor is sufficiently focused and relevant to the adult education context and adult ELLs."

**Step 2: Meeting to Select ELP Standards for AE.** Following their independent rating of the standards and level descriptors, panelists met in person on December 14 and 15, 2015 to review their ratings and select the ELP Standards. During this meeting, panelists determined that all 10 ELPA21 Standards were important and relevant to an adult education context and adult ELLs. Panelists decided that they would identify one set of five level descriptors per standard (for a total of 50 descriptors in all) and began this identification with the level descriptors from the ELPA21 Standards in Grades 9–12. They began with Grades 9–12 because these descriptors represent the end goal for learning in terms of language acquisition and use. Panelists also reviewed the remaining ELPA21 Standards level descriptors from grades K–8. They incorporated language from these other descriptors into the level descriptors for the ELP Standards for AE if the language was determined to be necessary for an adult education context.

The goal of this project was to determine the applicability of an established set of ELP Standards to adult education. To that end, the panelists evaluated each standard *as it was written*. The panel members could not edit or refine the wording of the ELPA21 Standards, add content to them, or develop ELP standards for AE *de novo.* There were only two exceptions to maintaining the exact wording of the ELPA21 Standards:

- When the Standards made specific reference to Grades K–12, the panelists adapted the Standards appropriately for adult education.
- If there was a clear rationale for the panelists to alter language to make the standards more applicable to adult ELLs, then the panelists would modify them.

**Step 3: Independent Review and Finalizing ELP Standards for AE.** Following this first meeting, panelists independently reviewed the selected ELP Standards for AE. They used a combination of questions about standards validation and questions for reflection to guide their work. The questions helped the panelists to reflect on the critical components of each standard. They also examined the level descriptors, scaffolding and supports, and consistency and complexity of the examples embedded within the standards. Panel members met again in person to finalize the standards based on the findings from their independent reviews. Finally, once the standards were selected, the panel members began the process of confirming the standards' correspondence to the CCR Standards for AE and the Next Generation Science Standards (NGSS).

**Step 4: Identifying Correspondences.** To identify correspondences between the ELP Standards for AE and the CCR Standards for AE, the AIR/SupportEd team began with the correspondences identified between the ELPA21 Standards and the CCSS English Language Arts and Literacy Standards. By

conducting a close analysis of the ELP Standards for AE and the CCR Standards for AE, the team confirmed or disconfirmed correspondences already identified in the ELPA21 Standards.

Using the same method, the AIR/SupportEd team determined correspondences between the ELP Standards for AE and the Mathematical and Science Practices. The ELPA21 Standards display correspondences between the ELPA21 Standards and the CCSS Mathematical Practices and the NGSS Science and Engineering Practices. The team confirmed or disconfirmed that these same correspondences were present between the ELP Standards for AE and the CCR Standards for Mathematical Practice for AE as well as the NGSS Science and Engineering Practices.

## Guiding Principles

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 (presented in Table 1) represent foundational understandings about adult ELLs and English language teaching that influenced the panel's selection of the ELP Standards for AE.[4]

**Table 1. Guiding Principles**

| | |
|---|---|
| 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. |

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. When a specific standard

[4] These reflect many of the same guiding principles included in the ELPA21 English Language Proficiency (ELP) Standards (CCSSO, 2014). They were adapted for relevance to an adult education context.

or section in the ELP Standards for AE exemplifies a particular guiding principle, the connection is highlighted in the description for that principle.

1. **Adult ELLs have the potential to meet state-adopted challenging academic standards.**

   ELLs have the same potential as native English speakers to engage in the cognitively complex tasks required by state-adopted challenging content standards (Wong Fillmore, 2014). All adult ELLs should therefore be working toward the same college and career readiness goals as students in other adult education classes. To acquire the knowledge and language skills required to meet these goals, ELLs need access to challenging, level-appropriate curriculum and materials. They also need extensive exposure to authentic language and meaningful opportunities to practice language (Parrish, 2004). The level descriptors for each ELP Standard for AE describe the language knowledge and skills that ELLs of varying proficiency levels should practice to engage with standards-based content.

2. **Adult ELLs represent a diverse population of learners.**

   Adult ELLs show great diversity in their individual capacity to acquire language. The appropriate language acquisition path and level of support needed to reach the goal of college and career readiness varies by ELL student. A number of factors may affect an ELL's language development. These factors include native language literacy, exposure to the English language, quality of instruction, and motivation, among others (Bailey & Heritage, 2010). It is expected that adult education students will acquire language at different rates and require different types of support.

   Adult learners can apply both their informal and formal educational experiences to the task of learning English. For example, adult ELLs who are literate in their native language have the ability to transfer their literacy and learning strategies to their acquisition of English (Parrish, 2004).

   Adult ELLs whose education has been interrupted may have a wealth of experiences and oral skills in their native language, but they may have limited literacy in their native language. Limited native language literacy may affect their English language development. If adults do not have the opportunity to develop their basic literacy and language skills, they cannot meet the entry requirements for college. Nor can they be successful in any postsecondary education or workplace setting that requires proficiency in English. The foundations of reading are a critical component of educating adult ELLs who have lower-level literacy skills in their native

language(s). The three Reading Foundational Skills identified in the CCR Standards for AE are intended to focus on teaching and learning to build students' literacy skills.[5]

3. **Adult ELLs' funds of knowledge are a resource for their learning.**

   Adult ELLs have a rich reservoir of social, linguistic, and cultural experiences from which they can draw as they learn English. These *funds of knowledge* can be invaluable in supporting their language development and linguistic competency (Moll, Amanti, Neff, & González, 1992). It is important to recognize, value, and build on the social, cultural, and linguistic backgrounds of students to maximize the benefit of these resources (González, Moll, & Amanti, 2005). Understanding your students' individual identities can play a role in planning, instruction, and assessment (TESOL, 2008). For example, provide students with opportunities to learn new skills and information by connecting instruction to their lives outside the classroom (Condelli & Wrigley, 2008). As ELLs *construct meaning from oral presentations and text* (ELP Standard 1) and *analyze and critique the arguments of others* (ELP Standard 6), support their learning by drawing on their reservoir of social, linguistic, and cultural experiences. Provide opportunities for your ELLs to practice how to *use knowledge of their native language when determining the meaning of unfamiliar words and phrases in English* (ELP Standard 8).

4. **Social language has an important role in ELLs' English language acquisition process.**

   The ELP Standards for AE strongly emphasize the academic language needed by ELLs to engage with and meet state-adopted content standards. However, in addition to academic language, adult ELLs need to develop social language in order to meet family, social, civic, and community needs and responsibilities. Additionally, informal social conversations and writing are part of a continuum that will support students in moving toward participation in academic discussions and formal presentations (Zwiers, 2008). ELP Standards 2 and 7 provide guidance on how to help ELLs acquire both academic language and social language.

5. **Three key instructional advances form the basis of state-adopted content standards for English language arts and literacy in AE that ELLs must access.**

   The three advances in instruction prompted by the CCR standards are: (1) regular practice with complex text and its academic language; (2) reading, writing, and speaking grounded in evidence from text (both literary and informational); and (3) building knowledge through content-rich nonfiction (Pimentel, 2013; Student Achievement Partners, 2012). Instruction grounded in these advances may be seen as challenging for ELLs who may not share the content knowledge that

[5] The Reading Foundation Skills include phonological awareness, phonics and word recognition, and fluency (Pimentel, 2013).

texts assume or that may come from a culture of teacher-centered learning (Parrish, 2015). With the appropriate scaffolding and support, however, ELLs can meet the demands of instruction framed by these instructional advances.

6. **Adult ELLs must be able to successfully engage with a wide variety of informational texts.**

   One of the three key instructional advances, described above, is a move toward building students' knowledge through content-rich nonfiction. Informational texts make up the vast majority of readings that students will encounter in college and the workplace (Pimentel, 2013). To be successful in postsecondary education and career training, adult ELLs will need to understand and analyze different forms of complex, nonfiction texts. In a workplace environment, for example, ELLs may need to read charts, forms, and training instructions (Parrish, 2015; Parrish & Johnson, 2010). ELLs should be exposed to a variety of informational texts related to the workplace, citizenship, and college readiness. ELP Standards 1 and 3s focus on supporting ELLs' engagement with informational texts.

7. **Scaffolding is essential to facilitate ELLs' acquisition of language and academic content.**

   Scaffolding is defined as temporary assistance that an instructor or more capable peer provides to a student that supports the student in being able to perform a task he or she could not do without help. The goal of scaffolding is to enable a student to independently complete a similar task in the future (National Governors Association for Best Practices, CCSSO, 2010). Effective instruction of ELLs requires scaffolding; it facilitates ELLs' construction of meaning and knowledge, acquisition of language, and advancement to the next level of language proficiency. The ELP Standards for AE do not include specific recommendations for scaffolding. However, the standards do reference using *supports* at lower levels of language proficiency, supports that can be gradually removed at higher levels of proficiency. Appendix C provides recommendations for the types of supports and scaffolds that teachers use to help ELLs of varying language proficiency levels engage in instructional tasks.

8. **ELLs with disabilities have specific instructional needs.**

   Educators working with ELLs must first determine whether a student's struggle is caused by a disability rather than linguistic and cultural differences (Hamayan, Marier, Sánchez-López, & Damico, 2013). Adults with documented disabilities should receive accommodations that permit

their full participation in instruction and assessment.[6] This may require more varied types of instructional supports, such as those provided in Appendix C.

9. **Multimedia technology aligned to the ELP Standards for AE should be integrated into instruction.**

   Advances in information and communications technology have changed the definition of literacy to include visual and digital literacies (International Reading Association, 2009). Visual and digital literacies incorporate knowledge of 21st century technologies such as video, online communities, search engines, web pages, and more. These new technologies require new literacy skills and practices. Specifically, appropriate multimedia tools and technologies aligned to the ELP Standards for AE are needed.[7] Integrating multimedia tools and technologies into your design of curriculum, instruction, and assessment will help your students be college and career ready. ELP Standards 3 and 5 offer guidance for how multimedia technology may be incorporated into ELL curriculum, instruction, and assessment.

10. **Academic language instruction should be incorporated into all content lessons, including mathematics and science.**

    English language acquisition instruction has been viewed as the responsibility of the English language acquisition teacher. However, state-adopted academic content standards include explicit expectations for how language should be used to demonstrate content knowledge and skills (Stanford University, Understanding Language Initiative, 2013). As a result, content teachers should incorporate academic vocabulary and language use relevant to their content area into their instruction.

    In addition to detailing correspondences to the CCR Standards for English Language Arts and Literacy, the ELP Standards for AE also include correspondences to the Mathematical and Science Practices (see Tables 4 and 5). The practices are "behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content-area maturity and expertise" (CCSSO, 2014, p. 31). Use these correspondences to identify the language skills that ELLs will need to develop to meet content standards in mathematics and science.

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[6] Section 504 of the *Americans with Disabilities Act* specifies that these students are entitled to "inclusion, integration, and full participation" in any programs receiving federal funding" (Americans with Disabilities Act of 1990, Section 2c).

[7] For example, because the CCR Writing Anchor 6 asks that students be able to "Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others," technology such as Microsoft Word or Google Docs could be considered aligned with that standard, and, in turn, the ELP Standards because their use would help students develop the skills needed to meet the standards.

## Design Parameters

Although the selected set of standards reflects the broad goals of this project, the standards should be recognized for what they *are not* as well as what they are. The central design parameters that guided the work of the panel include the following:[8]

- The selected standards do not define a national or federal set of mandates. Rather, they articulate a framework for states to employ voluntarily to strengthen their adult English language acquisition programs.
- The order of the selected standards does not represent the order in which they are to be taught or a hierarchy of importance.
- The selected standards do not specify how instructors should teach. Instead, the standards merely specify the language knowledge and skills that adult ELLs need in order to develop competence in practices associated with English language arts and literacy, mathematics, and science.
- The standards are not a curriculum. States or programs choosing to adopt them will need to supplement the standards with high-quality curricula that align with the content and expectations.
- The standards do not specify the full spectrum of support and interventions appropriate for adult ELLs—and those ELLs with special needs—to meet these standards. The standards do not mirror the significant diversity of students' learning needs, abilities, and achievement levels.
- The standards do not offer an exhaustive list of what can be taught beyond the fundamentals specified within them. What (if any) content to add is purposefully left to the discretion of instructors, curriculum developers, program administrators, and states.
- Although the standards highlight the critical language, knowledge about language, and skills for using language that are crucial for adult ELLs to be successful in college and careers, the standards do not define the whole of such preparedness. Adult ELLs also depend on a variety of readiness skills and preparation, including habits of mind such as stamina, persistence, punctuality, and time and workload management skills.
- Although the ELP Standards for AE are integrated with CCR Standards, they are not meant to be used in place of a state's rigorous academic standards for adult education. The ELP Standards are intended to be used to support adult learners' English language acquisition and participation in content area activities.

[8] These reflect many of the same design parameters outlined in the CCR Standards for AE (Pimentel, 2013).

# IV. The Results: English Language Proficiency Standards for Adult Education With Correspondences to the College and Career Readiness Standards for English Language Arts and Literacy and Mathematical and Science Practices

To support your use and understanding of the ELP Standards for AE, this section presents an explanation of the structure and function of:

- The 10 ELP Standards for AE;
- The Level 1–5 descriptors for the ELP Standards for AE;
- View One of the ELP Standards for AE with their CCR content-specific correspondences; and
- View Two of the ELP Standards for AE with their CCR content-specific correspondences.

The work of the panel yielded a set of 10 ELP Standards for AE. Each of the anchor standards includes five level descriptors (Levels 1–5) resulting in a total of 50 level descriptors across the full set of 10 standards. The descriptors detail what performance targets for each anchor standard look like in practice, at each level, as demonstrated by learners. They exemplify how students at all proficiency levels can work on language knowledge and skills appropriate for their level as they work to master each standard. The standards and descriptors pinpoint the language skills and knowledge that ELLs need to master to engage successfully with standards-based academic content, and ultimately to reach their goals. The ELP Standards for AE are presented in two views with correspondences to CCR Standards for English language arts and literacy and mathematical and science practices. In View One, the ELP Standards are presented in the forefront with corresponding CCR standards listed below. View Two of the standards are presented with the CCR Standards for AE in the forefront and the corresponding ELP Standards listed below.

## The 10 English Language Proficiency Standards for Adult Education

The ELP Standards for AE are divided into two groups: Standards 1–7 and Standards 8–10. Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for their full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7. For example, ELP Standard 8 (*An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text*) is necessary in order for ELLs to engage with ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and*

*viewing*). As a whole, the ELP Standards for AE focus on all four domains of language acquisition: listening, speaking, reading, and writing. ELP Standards 1 and 8 focus on receptive skills (i.e., listening and reading). The focus of ELP Standards 3, 4, and 7 is on productive skills (i.e., speaking and writing). ELP Standards 2, 5, and 6 are interactive in that they require collaborative use of both receptive and productive skills. ELP Standards 9 and 10 focus on the linguistic structures of English. Table 2 lists the 10 ELP Standards for AE and summarizes their functions.[9]

**Table 2. Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards**

| ELP Standards for AE<br>An ELL can… | Functions of standards |
|---|---|
| 1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.<br>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.<br>3. speak and write about level-appropriate complex literary and informational texts and topics.<br>4. construct level-appropriate oral and written claims and support them with reasoning and evidence.<br>5. conduct research and evaluate and communicate findings to answer questions or solve problems.<br>6. analyze and critique the arguments of others orally and in writing.<br>7. adapt language choices to purpose, task, and audience when speaking and writing. | 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. |
| 8. determine the meaning of words and phrases in oral presentations and literary and informational text.<br>9. create clear and coherent level-appropriate speech and text.<br>10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | 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. |

There are different ways to use the information presented in Table 2 to support and focus instruction. For example, it may be helpful for selecting which ELP Standards to use. Begin by reviewing Standards 1–7. Then determine which supporting standard(s) (Standards 8–10) would be necessary for ELLs to develop their micro-level linguistic features—in service of the selected Standard(s) 1–7.

[9] **Adapted from Table 1 Organization of the ELP Standards in Relation to Participation in Content-Area Practices, in "English Language Proficiency Standards," by Council of State School Officers, 2014, p. 4. Retrieved from www.elpa21.org/sites/default/files/final%204_30%20ELPA21%Standards_1.pdf.**

## Level 1–5 Descriptors

The descriptors detail what student performance targets (in each specific standard) will look like in practice at each level, as demonstrated by learners. They give examples of how students at all proficiency levels can work on language knowledge and skills appropriate for their level as they work to master each standard.

The 10 ELP Standards for AE are accompanied by five proficiency levels. The Level 1–5 descriptors that support each standard specify the more granular targets for ELL performance that should be achieved by the end of each ELP standard level. They capture the process that occurs as adult ELLs acquire English. The descriptors provide examples of how students at all proficiency levels can work on language knowledge and skills appropriate for their level as they work to master each standard. The descriptors are keys to supporting ELLs' standards-based language development.

Within each language proficiency level, ELLs may show a range of abilities. The descriptors, provided in each proficiency level, assume the student can successfully meet the targets described in the level(s) that precede(s) it/them. For example, students at Level 3 possess the knowledge, skills, and abilities described in Levels 1 and 2. Figure 3, below, provides an example of the Level 1–5 descriptors for ELP Standard 1. The far left column shows the Standard with its Level 1–5 descriptors to its right.

For the purpose of presenting the ELP Standards for AE, the Level 1–5 descriptors show the acquisition of specific knowledge, skills, and abilities in a linear progression across proficiency levels. However, ELLs' acquisition of English may not be linear either within one proficiency level or across proficiency levels (Center for Applied Linguistics, 2015; CCSSO, 2014). At any given point in the English language acquisition process, ELLs may perform certain skills (e.g., speaking) at a higher proficiency level than other skills (e.g., writing). Also, a student's performance may vary depending on the task and the complexity of the spoken or written text involved. For example, with a familiar text, a student may perform a particular language skill successfully. However, he or she may need additional opportunities to review and practice that skill when working with a more complex or unfamiliar text.

**Figure 3. English Language Proficiency Standard 1 and Level 1–5 Descriptors**

| ELP Standard 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | **By the end of English language proficiency level 1, an ELL can…**<br>use a very limited set of strategies to:<br>• identify a few key words and phrases in oral communications and simple spoken and written texts. | **By the end of English language proficiency level 2, an ELL can…**<br>use an emerging set of strategies to:<br>• identify the main topic in oral presentations and simple spoken and written texts<br>• retell a few key details. | **By the end of English language proficiency level 3, an ELL can…**<br>use a developing set of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• retell key details<br>• answer questions about key details<br>• explain how the theme is developed by specific details in texts<br>• summarize part of a text. | **By the end of English language proficiency level 4, an ELL can…**<br>use an increasing range of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• analyze the development of the themes/ ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. | **By the end of English language proficiency level 5, an ELL can…**<br>use a wide range of strategies to:<br>• determine central ideas or themes in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. |

The descriptors help facilitate the design of instruction that allows all ELLs in a classroom to successfully work toward the same ELP standard. The various level descriptors help to plan differentiated instruction, develop learning objectives, and design aligned formative assessments.

Take, for example, ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing)*. Based on your students' English language proficiency level(s) determine the relevant level descriptor(s) to use, keeping in mind that your class might be multi-levelled. Some learners may be functioning at the Level Descriptor 1 and others around the Level Descriptor 2. In this situation, you could use the targets within both level descriptors to differentiate instruction to meet the needs of both groups. The students with Level 1 skills could be expected to use a very limited set of his or her strategies; though, they would probably also need significant scaffolding and support to complete their assigned task. In contrast, the students who possess Level 2 skills could be expected to complete their task by drawing from their emerging set of strategies. This process, as described, applies to teaching all the anchor standards.

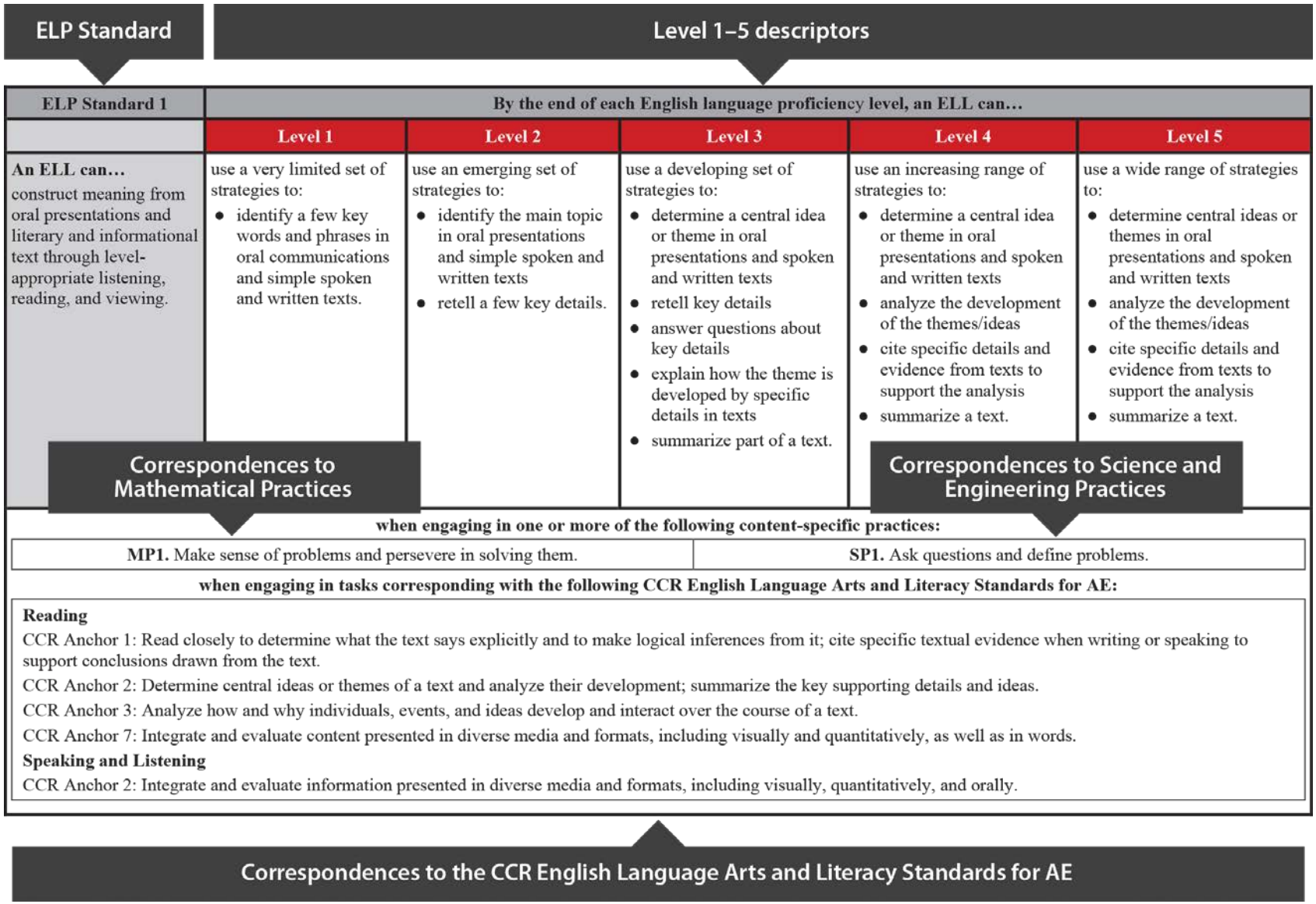
## *The Two Views of English Language Proficiency Standards for Adult Education*

The ELP Standards and CCR correspondences are presented in two "views" to assist both English language acquisition instructors and ABE instructors who may have ELLs in their classrooms. The two views are intended to support instructors in multiple instructional contexts. (English language acquisition occurs in all adult education classrooms.) The different views are also designed to support collaboration between language teachers and academic content teachers. The most helpful view for you may depend on your area of instruction, or you may find each view useful for different purposes regardless of what you teach.

**View One** (p. 21) is helpful for planning language acquisition lessons that foster adult ELLs' acquisition of discipline-specific language and skills needed to access state-adopted academic-content standards. View One supports the creation of lessons based on the ELP Standards to develop language as a roadmap to acquiring the academic content in the corresponding CCR standards and practices. This view identifies the language demands associated with mathematics, science and English language arts and literacy practices. It highlights the relationship between the ELP standards and the language demands found in the CCR Standards and the math and science practices. View One may be most useful when the main focus of instruction is English language acquisition connected to academic subject matter. Consequently, English language acquisition instructors may want to start by using View One. Figure 4 (p. 19) presents an example of View One and highlights its key features.

**View Two** (p. 35) was created with the understanding that adult ELLs are enrolled in ABE and ASE programs. Therefore, it is structured to bring academic content to the forefront. This view may be useful if you want to ensure that, while focusing instruction on CCR standards-based academic content, you are also attending to the language acquisition needs of learners. View Two may be useful for instruction in ABE or ASE classrooms. It displays each CCR Standard for English Language Arts and Literacy (the anchor standard) that corresponds to one or more of the ELP Standards for AE. Each CCR standard is presented along with its Level E descriptors. The panel recommended this presentation because Level E is the target or end goal in the CCR Standards for AE. Level E subsumes the levels preceding it—and it represents the standard's highest level of rigor. In View Two, the CCR Standards for AE run across the top of the table with the corresponding ELP Standards for AE listed below. Pictured together they show the relationship between the academic content depicted in the CCR Standards and the English language acquisition skills and knowledge described in ELP Standards. A description of each view and a graphic highlighting their key features are provided, below.

**Figure 4. View One of the English Language Proficiency Standards for Adult Education With Key Features Identified**



## How to Read View One

View One may be most useful when the focus of instruction is English language acquisition or when instructors want to modify instruction to meet the language needs of ELLs of varying proficiency levels. This view presents the ELP Standards for AE first to highlight their use as the basis for instruction. The far left column shows the ELP Anchor Standard for AE with the corresponding Level 1–5 descriptors to the right. The correspondences to the Mathematical and Science Practices are displayed below each of the ELP Standards and Level 1–5 descriptors. The correspondences to the CCR English Language Arts and Literacy Standards for AE appear immediately below the correspondences for Mathematical and Science Practices.

Note the correspondences to the Mathematical and Science Practices as well as the English Language Arts and Literacy Standards, and incorporate them into instructional planning as appropriate. When possible, English language acquisition instructors should collaborate with their content instructor colleagues to ensure a common understanding of the expectations of the corresponding CCR standards and practices. In addition, collaborating content instructors can share level-appropriate materials for ELLs that English language acquisition teachers can scaffold and supplement.

## *View One*

View One of the ELP Standards for AE displays each ELP Standard and its Level 1–5 descriptors. It also includes correspondences to the Mathematical Practices (MP) and Science Practices (SP) and the CCR English Language Arts and Literacy Standards for AE.

| ELP Standard 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | **By the end of English language proficiency level 1, an ELL can…**<br>use a very limited set of strategies to:<br>• identify a few key words and phrases in oral communications and simple spoken and written texts. | **By the end of English language proficiency level 2, an ELL can…**<br>use an emerging set of strategies to:<br>• identify the main topic in oral presentations and simple spoken and written texts<br>• retell a few key details. | **By the end of English language proficiency level 3, an ELL can…**<br>use a developing set of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• retell key details<br>• answer questions about key details<br>• explain how the theme is developed by specific details in texts<br>• summarize part of a text. | **By the end of English language proficiency level 4, an ELL can…**<br>use an increasing range of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. | **By the end of English language proficiency level 5, an ELL can…**<br>use a wide range of strategies to:<br>• determine central ideas or themes in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP1.** Make sense of problems and persevere in solving them. | **SP1.** Ask questions and define problems. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Reading**

CCR Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCR Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**Speaking and Listening**

CCR Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

| ELP Standard 2 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>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. | **By the end of English language proficiency level 1, an ELL can…**<br>• actively listen to others<br>• participate in short conversations and written exchanges about familiar topics and in familiar contexts<br>• present simple information<br>• respond to simple yes/no questions and some wh-questions. | **By the end of English language proficiency level 2, an ELL can…**<br>• participate in short conversations and written exchanges about familiar topics and texts<br>• present information and ideas<br>• appropriately take turns in interactions with others<br>• respond to simple questions and wh-questions. | **By the end of English language proficiency level 3, an ELL can…**<br>• participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas<br>• ask and answer relevant questions<br>• add relevant information and evidence<br>• restate some of the key ideas expressed<br>• follow rules for discussion<br>• ask questions to gain information or clarify understanding. | **By the end of English language proficiency level 4, an ELL can…**<br>• participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas<br>• clearly support points with specific and relevant evidence<br>• ask and answer questions to clarify ideas and conclusions<br>• summarize the key points expressed. | **By the end of English language proficiency level 5, an ELL can…**<br>• participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas clearly and persuasively<br>• refer to specific and relevant evidence from texts or research to support his or her ideas<br>• ask and answer questions that probe reasoning and claims<br>• summarize the key points and evidence discussed. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP1.** Make sense of problems and persevere in solving them.<br>**MP6.** Attend to precision. | **SP1.** Ask questions and define problems.<br>**SP4.** Analyze and interpret data.<br>**SP6.** Construct explanations and design solutions.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Writing**

CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Speaking and Listening**

CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

| ELP Standard 3 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>speak and write about level-appropriate complex literary and informational texts and topics. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate information and feelings<br>about familiar texts, topics, and experiences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose simple written narratives or informational texts<br>about familiar texts, topics, experiences, or events. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose written informational texts<br>• develop the topic with a few details<br>about familiar texts, topics, or events. | **By the end of English language proficiency level 4, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• develop the topic with some relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• fully develop the topic with relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP1.** Make sense of problems and persevere in solving them.<br>**MP6.** Attend to precision. | **SP6.** Construct explanations and design solutions.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Writing**

CCR Anchor 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.

CCR Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**Speaking and Listening**

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| ELP Standard 4 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct level-appropriate oral and written claims and support them with reasoning and evidence. | **By the end of English language proficiency level 1, an ELL can…**<br>• express an opinion about a familiar topic, experience or event.<br>• give a reason for the opinion. | **By the end of English language proficiency level 2, an ELL can…**<br>• construct a claim about familiar topics, experiences, or events<br>• introduce the topic, experience, or event<br>• give a reason to support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 3, an ELL can…**<br>• construct a claim about familiar topics<br>• introduce the topic<br>• provide sufficient reasons or facts to support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 4, an ELL can…**<br>• construct a claim about a variety of topics<br>• introduce the topic<br>• provide logically ordered reasons or facts that effectively support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• construct a substantive claim about a variety of topics<br>• introduce the claim<br>• distinguish it from a counter-claim<br>• provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim<br>• provide a conclusion that summarizes the argument presented. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP3.** Construct viable arguments and critique the reasoning of others.<br>**MP6.** Attend to precision. | **SP4**. Analyze and interpret data.<br>**SP7.** Engage in argument from evidence.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Writing**

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Speaking and Listening**

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

| ELP Standard 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>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…**<br>with support,<br>• carry out short, shared research projects<br>• gather information from a few provided print and digital sources<br>• label collected information, experiences, or events<br>• recall information from experience or from a provided source. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• carry out short individual or shared research projects<br>• gather information from provided print and digital sources<br>• record information in simple notes<br>• summarize data and information. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• carry out short research projects to answer a question<br>• gather information from multiple provided print and digital sources<br>• paraphrase key information in a short written or oral report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• provide a list of sources. | **By the end of English language proficiency level 4, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use search terms effectively<br>• synthesize information from multiple print and digital sources<br>• integrate information into an organized oral or written report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. | **By the end of English language proficiency level 5, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question or solve a problem<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use advanced search terms effectively<br>• synthesize information from multiple print and digital sources<br>• analyze and integrate information into clearly organized spoken and written texts<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP1.** Make sense of problems and persevere in solving them. | **SP3.** Plan and carry out investigations.<br>**SP6.** Construct explanations and design solutions.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Writing**

CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Speaking and Listening**

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

| ELP Standard 6 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>analyze and critique the arguments of others orally and in writing. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• identify a point an author or a speaker makes. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• identify the main argument an author or speaker makes<br>• identify one reason an author or a speaker gives to support the argument. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• explain the reasons an author or a speaker gives to support a claim<br>• identify one or two reasons an author or a speaker gives to support the main point. | **By the end of English language proficiency level 4, an ELL can…**<br>• analyze the reasoning in persuasive spoken and written texts<br>• determine whether the evidence is sufficient to support the claim<br>• cite textual evidence to support the analysis. | **By the end of English language proficiency level 5, an ELL can…**<br>• analyze and evaluate the reasoning in persuasive spoken and written texts<br>• determine whether the evidence is sufficient to support the claim<br>• cite specific textual evidence to thoroughly support the analysis. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP1.** Make sense of problems and persevere in solving them.<br>**MP3.** Construct viable arguments and critique the reasoning of others. | **SP1.** Ask questions and define problems.<br>**SP6.** Construct explanations and design solutions.<br>**SP7.** Engage in argument from evidence.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Reading**

CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**Writing**

CCR Anchor 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**Speaking and Listening**

CCR Anchor 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

| ELP Standard 7 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>adapt language choices to purpose, task, and audience when speaking and writing. | **By the end of English language proficiency level 1, an ELL can…**<br>• show emerging awareness of differences between informal and formal language use<br>• recognize the meaning of some words learned through conversations, reading, and being read to. | **By the end of English language proficiency level 2, an ELL can…**<br>• show increasing awareness of differences between informal and formal language use<br>• adapt language choices to task and audience with emerging control in various social and academic contexts<br>• begin to use some frequently occurring general academic and content-specific words. | **By the end of English language proficiency level 3, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts<br>• use an increasing number of general academic and content-specific words and expressions in spoken and written texts<br>• show developing control of style and tone in spoken and written texts. | **By the end of English language proficiency level 4, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts<br>• use a wider range of complex general academic and content-specific words and phrases<br>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. | **By the end of English language proficiency level 5, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts<br>• use a wide variety of complex general academic and content-specific words and phrases<br>• employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP1.** Make sense of problems and persevere in solving them.<br>**MP6.** Attend to precision. | **SP1**. Ask questions and define problems.<br>**SP6**. Construct explanations and design solutions.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Writing**

CCR Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**Speaking and Listening**

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**Language**

CCR Anchor 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

| ELP Standard 8 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>determine the meaning of words and phrases in oral presentations and literary and informational text. | **By the end of English language proficiency level 1, an ELL can…**<br>relying heavily on context, questioning, and knowledge of morphology in their native language(s),<br>• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 2, an ELL can…**<br>using context, questioning, and knowledge of morphology in their native language(s),<br>• determine the meaning of frequently occurring words, phrases, and expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 3, an ELL can…**<br>using context, questioning, and a developing knowledge of English and their native language(s)' morphology,<br>• determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 4, an ELL can…**<br>using context, questioning, and an increasing knowledge of English morphology,<br>• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions<br>in spoken and written texts about a variety of topics, experiences, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>using context, questioning, and consistent knowledge of English morphology,<br>• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions<br>in spoken and written texts about a variety of topics, experiences, or events. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP1.** Make sense of problems and persevere in solving them. | **SP1.** Ask questions and define problems.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Reading**

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Language**

CCR Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCR Anchor 5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

| ELP Standard 9 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…** create clear and coherent level-appropriate speech and text. | **By the end of English language proficiency level 1, an ELL can…** with support,<br>• communicate basic information about an event or topic<br>• use a narrow range of vocabulary and syntactically simple sentences. | **By the end of English language proficiency level 2, an ELL can…** with support,<br>• recount a short sequence of events in order<br>• introduce an informational topic<br>• provide one or two facts about the topic<br>• use common linking words to connect events and ideas. | **By the end of English language proficiency level 3, an ELL can…** with support,<br>• recount a sequence of events, with a beginning, middle, and end<br>• introduce and develop an informational topic with facts and details<br>• use common transitional words and phrases to connect events, ideas, and opinions<br>• provide a conclusion. | **By the end of English language proficiency level 4, an ELL can…**<br>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure<br>• introduce and develop an informational topic with facts, details, and evidence<br>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order<br>• introduce and effectively develop an informational topic with facts, details, and evidence<br>• use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP1.** Make sense of problems and persevere in solving them.<br>**MP3.** Construct viable arguments and critique the reasoning of others. | **SP1.** Ask questions and define problems.<br>**SP3.** Plan and carry out investigations.<br>**SP4.** Analyze and interpret data.<br>**SP6.** Construct explanations and design solutions.<br>**SP7.** Engage in argument from evidence.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Reading**

CCR 1E[10]: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)

- Application: cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
- Application: cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**Speaking and Listening**

CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

[10] The correspondence determined in the ELPA21 ELP Standards was at a granular level instead of at the anchor-standard level.

CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

| ELP Standard 10 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions<br>• understand and respond to simple questions. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions<br>• produce simple and compound sentences. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• use simple phrases<br>• use simple clauses<br>• produce and expand simple, compound, and a few complex sentences. | **By the end of English language proficiency level 4, an ELL can…**<br>• use increasingly complex phrases<br>• use increasingly complex clauses<br>• produce and expand simple, compound, and complex sentences. | **By the end of English language proficiency level 5, an ELL can…**<br>• use complex phrases and clauses<br>• produce and expand simple, compound, and complex sentences. |

**when engaging in one or more of the following content-specific practices:**

| | |
|---|---|
| **MP6.** Attend to precision. | **SP1.** Ask questions and define problems.<br>**SP8.** Obtain, evaluate, and communicate information. |

**when engaging in tasks corresponding with the following CCR English Language Arts and Literacy Standards for AE:**

**Language**

CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

*In the following scenario, an instructor of a low-intermediate English language acquisition class realizes his students might not understand the lesson he originally planned. He wants to adapt it so that the lesson is more appropriate for them. He uses View One of the ELP Standards for AE and the correspondences with the CCR Reading Standards to inform his instruction.*

**What It Looks Like in Practice**

**Low-Intermediate English Language Acquisition Class**

Carlos organizes his low-intermediate general skills ESL class by themes. This month he is focusing on the local community and characteristics of a good community. His students have learned about places in the community and what you do there. For example, they have talked about banks, schools, the post office, and stores.

Now he's turning his emphasis to improving the community through activities such as a neighborhood watch and block clubs. Students are using the Internet and flyers to conduct small research projects to find out about these activities. At the end of the week students will work in a group to create a poster illustrating different ways that people improve their communities. Then, they will showcase their poster to the class.

Carlos knows that he wants his students to read authentic materials such as websites and flyers about neighborhood activities. However, he also realizes that students may find these materials challenging to understand. To shape his upcoming lessons and assist his students in gathering useful information from the difficult readings, he looks at **View One** of the ELP standards. In particular, he focuses on ELP Standard 1. ELP Standard 1 says *An ELL can construct meaning from...informational text through level-appropriate listening, reading, and viewing*.

Carlos first looks at ELP Standard 1, levels 2–3 (where his students generally fit). He realizes that the objectives of his reading-focused lessons can center on identifying the main topic and a few key details for his Level 2 students. He also sees that his more proficient Level 3 students can be expected to answer questions about key details and summarize part of the text. Carlos also notes that the lessons he's planning to help his students access complex texts correspond to CCR Reading Standards 1, 2, and 7.

*In the following scenario, an instructor of an Integrated English Literacy (IEL) Civics class is very familiar with the CCR Standards. She wants to support her students in reaching these. She uses View Two of the ELP Standards for AE and the correspondences to the relevant CCR English Language Arts and Literacy to inform her instruction.*

**What It Looks Like in Practice**

**IEL Civics Class**

Elena's intermediate adult IEL Civics class focuses on speaking and listening skills. The class meets 5 days a week for 1 hour each day. As she is beginning a unit on career exploration, she identifies three key objectives for the unit. They are as follows:

- Conduct a research project on a career cluster and its related jobs.
- Build knowledge of a specific job of interest to the student.
- Present information about this specific job.

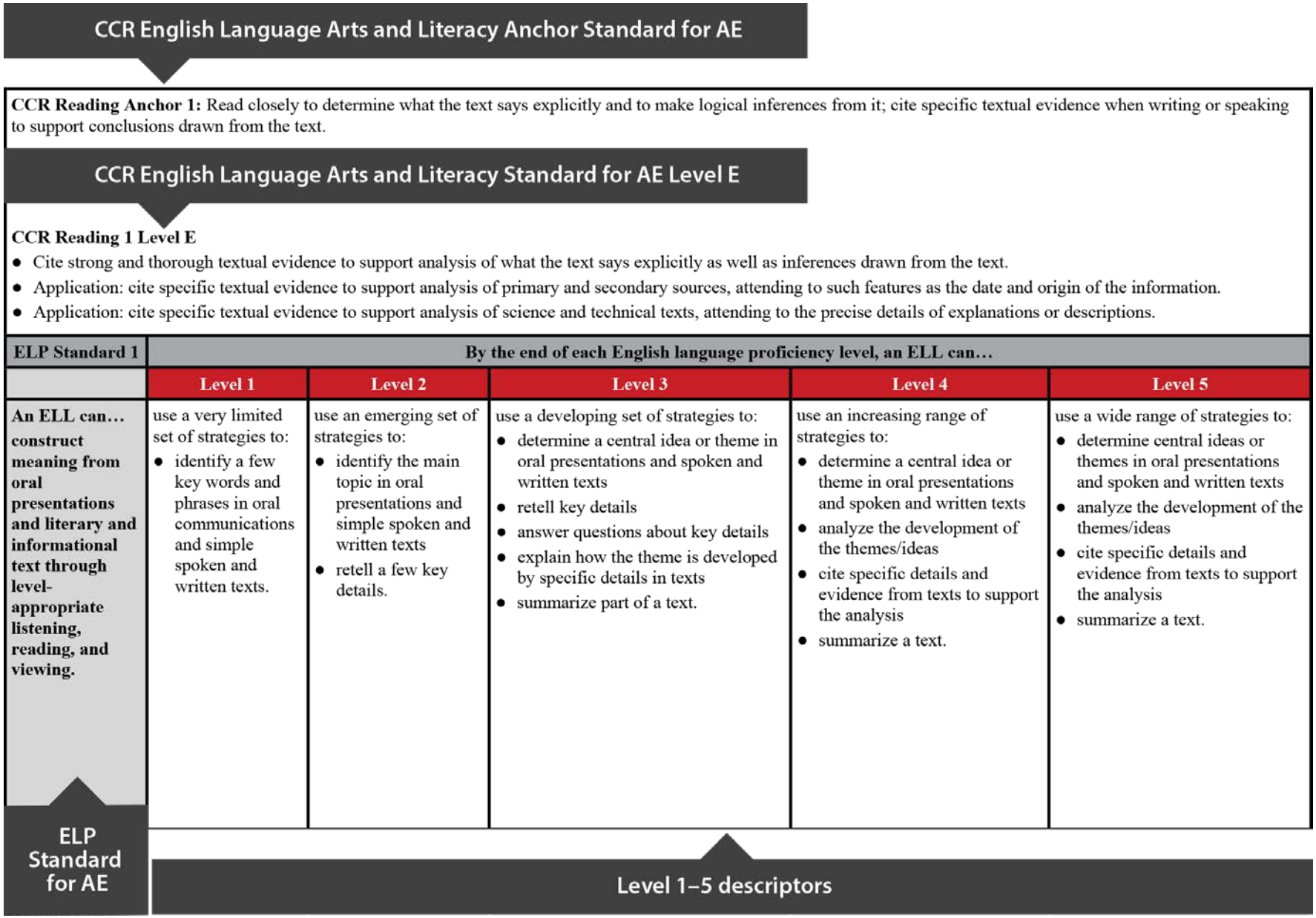
As a culminating assignment, Elena will have each student prepare a short oral presentation with a slideshow about a job of his or her choosing. Elena knows that the objectives she has in mind correspond well to CCR Writing Anchor Standard 7 and CCR Speaking & Listening Anchor Standard 4. CCR W7 is: *Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation*. CCR SL4 is: *Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience*.

By flipping to **View Two** of the ELP standards, she sees that ELP Standard 5 corresponds to CCR Writing Anchor Standard 7. She also sees that ELP Standards 3, 4, 5, and 9 provide guidance on the language demands for CCR Speaking & Listening Anchor Standard 4. In particular, ELP Standards 3 and 5 highlight language skills focused on oral presentations and conducting research projects. ELP Standard 3 is: *An ELL can speak and write about level-appropriate complex literary and informational texts and topics*. ELP Standard 5 is: *An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems*.

She focuses her attention on ELP levels 2–4 (where her wide range of intermediate students fall) of ELP Standards 3 and 5. Using the level descriptors as a guide, she can easily craft activities with varying levels of challenge for her students. For example, ELP 5 suggests that her lower level students can gather information from provided print and digital sources, record simple notes, and summarize key information. Her higher level students can find their own resources, synthesize information from these sources, and integrate the information into an organized oral or written report.

Elena knows that by basing her lesson ideas on these varying tasks, her students are well on their way to reaching this rigorous CCR Standard. By engaging in the tasks Elena has designed, her adult ELLs are touching on several other CCR Standards for Adult Education. They are also learning about a specific career pathway and gaining confidence in formal communication in English.

**Figure 5. View Two of the English Language Proficiency Standards for Adult Education With Key Features Identified**



## How to Read View Two

View Two is useful when instruction is framed around the CCR Standards for AE in a class with adult ELLs who are in need of language skills development. View Two presents the CCR Standards for English Language Arts and Literacy first, indicating that those standards will be consulted first as the basis for instruction. This view displays each CCR Anchor Standard for AE first, along with its Level E descriptor. The Level E descriptor indicates the ultimate learning performance target, which reflects the developmental progression from Level A to Level E. Level E was chosen by the panelists because it provides a clear indication of performance targets. For cases in which there is no Level E descriptor, View Two displays the highest level descriptor available.

Any ELP Standard for AE that corresponds to the CCR Standard for AE is listed below the CCR Standards. In some instances, more than one corresponding ELP Standard exists. In other instances, there may be no corresponding ELP Standard. View Two presents the ELP Anchor Standard for AE in the far left column, with the Level 1–5 descriptors to its right. This view can be helpful for content instructors when they work on a specific CCR Standard for AE. The view presents the language knowledge and skills that ELLs will need to successfully engage with the CCR Standard for AE. Using the ELP Standards as a guide, you can embed language instruction and support in your lessons that will assist ELLs in accessing rigorous content. Figure 5 presents an example of View Two with the key features identified.

When possible, content instructors should collaborate with their English language acquisition instructor colleagues to develop a shared understanding of the ELP Standards for AE and descriptors. Such collaboration can provide opportunities for sharing materials and resources, such as supporting materials in the home language. It can also provide opportunities for the instructor to provide recommendations for scaffolding and supports to use to better support ELLs in all classrooms.

## *View Two*

View Two of the ELP Standards for AE displays each CCR English Language Arts and Literacy Standard for AE that corresponds to one or more ELP Standards for AE. The corresponding ELP Standard(s) offer guidance on the language knowledge and skills students will need to access the CCR Standard for AE.

## Reading Standards

**CCR Reading Anchor 1:** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCR Reading 1 Level E**

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1)
- Application: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. (RH.9-10.1)
- Application: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. (RST.9-10.1)

| ELP Standard 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | **By the end of English language proficiency level 1, an ELL can…**<br>use a very limited set of strategies to:<br>• identify a few key words and phrases in oral communications and simple spoken and written texts.<br>• retell a few key details. | **By the end of English language proficiency level 2, an ELL can…**<br>use an emerging set of strategies to:<br>• identify the main topic in oral presentations and simple spoken and written texts<br>• retell a few key details. | **By the end of English language proficiency level 3, an ELL can…**<br>use a developing set of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• retell key details<br>• answer questions about key details<br>• explain how the theme is developed by specific details in texts<br>• summarize part of a text. | **By the end of English language proficiency level 4, an ELL can…**<br>use an increasing range of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. | **By the end of English language proficiency level 5, an ELL can…**<br>use a wide range of strategies to:<br>• determine central ideas or themes in oral presentations and spoken and written texts<br>• analyze the development of the themes/ ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. |

| ELP Standard 9 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>create clear and coherent level-appropriate speech and text. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate basic information about an event or topic<br>• use a narrow range of vocabulary and syntactically simple sentences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• recount a short sequence of events in order<br>• introduce an informational topic<br>• provide one or two facts about the topic<br>• use common linking words to connect events and ideas. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• recount a sequence of events, with a beginning, middle, and end<br>• introduce and develop an informational topic with facts and details<br>• use common transitional words and phrases to connect events, ideas, and opinions<br>• provide a conclusion. | **By the end of English language proficiency level 4, an ELL can…**<br>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure<br>• introduce and develop an informational topic with facts, details, and evidence<br>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order<br>• introduce and effectively develop an informational topic with facts, details, and evidence<br>• use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. |

**CCR Reading Anchor 2:** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCR Reading 2 Level E**

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI/RL.9-10.2)
- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. (RST.11-12.2)

| ELP Standard 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | **By the end of English language proficiency level 1, an ELL can…**<br>use a very limited set of strategies to:<br>• identify a few key words and phrases in oral communications and simple spoken and written texts.<br>• retell a few key details. | **By the end of English language proficiency level 2, an ELL can…**<br>use an emerging set of strategies to:<br>• identify the main topic in oral presentations and simple spoken and written texts<br>• retell a few key details. | **By the end of English language proficiency level 3, an ELL can…**<br>use a developing set of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• retell key details<br>• answer questions about key details<br>• explain how the theme is developed by specific details in texts<br>• summarize part of a text. | **By the end of English language proficiency level 4, an ELL can…**<br>use an increasing range of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. | **By the end of English language proficiency level 5, an ELL can…**<br>use a wide range of strategies to:<br>• determine central ideas or themes in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. |

| ELP Standard 9 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| An ELL can…<br>create clear and coherent level-appropriate speech and text. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate basic information about an event or topic<br>• use a narrow range of vocabulary and syntactically simple sentences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• recount a short sequence of events in order<br>• introduce an informational topic<br>• provide one or two facts about the topic<br>• use common linking words to connect events and ideas. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• recount a sequence of events, with a beginning, middle, and end<br>• introduce and develop an informational topic with facts and details<br>• use common transitional words and phrases to connect events, ideas, and opinions<br>• provide a conclusion. | **By the end of English language proficiency level 4, an ELL can…**<br>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure<br>• introduce and develop an informational topic with facts, details, and evidence<br>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order<br>• introduce and effectively develop an informational topic with facts, details, and evidence<br>• use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. |

**CCR Reading Anchor 3:** Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

**CCR Reading 3 Level E**

- Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. (RI.11-12.3)
- Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (RH.9-10.3)
- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. (RST.9-10.3)

| ELP Standard 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | **By the end of English language proficiency level 1, an ELL can…**<br>use a very limited set of strategies to:<br>• identify a few key words and phrases in oral communications and simple spoken and written texts.<br>• retell a few key details. | **By the end of English language proficiency level 2, an ELL can…**<br>use an emerging set of strategies to:<br>• identify the main topic in oral presentations and simple spoken and written texts<br>• retell key details<br>• answer questions about key details<br>• explain how the theme is developed by specific details in texts<br>• summarize part of a text. | **By the end of English language proficiency level 3, an ELL can…**<br>use a developing set of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. | **By the end of English language proficiency level 4, an ELL can…**<br>use an increasing range of strategies to:<br>• determine central ideas or themes in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. | **By the end of English language proficiency level 5, an ELL can…**<br>use a wide range of strategies to:<br>• determine central ideas or themes in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. |

| ELP Standard 9 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>create clear and coherent level-appropriate speech and text. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate basic information about an event or topic<br>• use a narrow range of vocabulary and syntactically simple sentences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• recount a short sequence of events in order<br>• introduce an informational topic<br>• provide one or two facts about the topic<br>• use common linking words to connect events and ideas. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• recount a sequence of events, with a beginning, middle, and end<br>• introduce and develop an informational topic with facts and details<br>• use common transitional words and phrases to connect events, ideas, and opinions<br>• provide a conclusion. | **By the end of English language proficiency level 4, an ELL can…**<br>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure<br>• introduce and develop an informational topic with facts, details, and evidence<br>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order<br>• introduce and effectively develop an informational topic with facts, details, and evidence<br>• use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. |

**CCR Reading Anchor 4:** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCR Reading 4 Level E**

- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (RI/RL.9-10.4)
- Application: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. (RST.9-10.4)

| ELP Standard 8 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>determine the meaning of words and phrases in oral presentations and literary and informational text. | **By the end of English language proficiency level 1, an ELL can…**<br>relying heavily on context, questioning, and knowledge of morphology in their native language(s),<br>• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 2, an ELL can…**<br>using context, questioning, and knowledge of morphology in their native language(s),<br>• determine the meaning of frequently occurring words, phrases, and expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 3, an ELL can…**<br>using context, questioning, and a developing knowledge of English and their native language(s)' morphology,<br>• determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 4, an ELL can…**<br>using context, questioning, and an increasing knowledge of English morphology,<br>• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions<br>in spoken and written texts about a variety of topics, experiences, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>using context, questioning, and consistent knowledge of English morphology,<br>• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions<br>in spoken and written texts about a variety of topics, experiences, or events. |

| ELP Standard 9 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>create clear and coherent level-appropriate speech and text. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate basic information about an event or topic<br>• use a narrow range of vocabulary and syntactically simple sentences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• recount a short sequence of events in order<br>• introduce an informational topic<br>• provide one or two facts about the topic<br>• use common linking words to connect events and ideas. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• recount a sequence of events, with a beginning, middle, and end<br>• introduce and develop an informational topic with facts and details<br>• use common transitional words and phrases to connect events, ideas, and opinions<br>• provide a conclusion. | **By the end of English language proficiency level 4, an ELL can…**<br>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure<br>• introduce and develop an informational topic with facts, details, and evidence<br>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order<br>• introduce and effectively develop an informational topic with facts, details, and evidence<br>• use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. |

## Reading Standards

**CCR Reading Anchor 7:** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCR Reading 7 Level E**

- Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. (RH.9-10.7)
- Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. (RST.9-10.7)
- Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. (RI.11-12.7)

| ELP Standard 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | **By the end of English language proficiency level 1, an ELL can…**<br>use a very limited set of strategies to:<br>• identify a few key words and phrases in oral communications and simple and written texts. | **By the end of English language proficiency level 2, an ELL can…**<br>use an emerging set of strategies to:<br>• identify the main topic in oral presentations and simple spoken and written texts<br>• retell a few key details. | **By the end of English language proficiency level 3, an ELL can…**<br>use a developing set of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• retell key details<br>• answer questions about key details<br>• explain how the theme is developed by specific details in texts<br>• summarize part of a text. | **By the end of English language proficiency level 4, an ELL can…**<br>use an increasing range of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. | **By the end of English language proficiency level 5, an ELL can…**<br>use a wide range of strategies to:<br>• determine central ideas or themes in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. |

**CCR Reading Anchor 8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCR Reading 8 Level E**

- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. (RI.9-10.8)

| ELP Standard 6 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>analyze and critique the arguments of others orally and in writing. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• identify a point an author or a speaker makes. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• identify the main argument an author or speaker makes<br>• identify one reason an author or a speaker gives to support the argument. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• explain the reasons an author or a speaker gives to support a claim<br>• identify one or two reasons an author or a speaker gives to support the main point. | **By the end of English language proficiency level 4, an ELL can…**<br>• analyze the reasoning in persuasive spoken and written texts<br>• determine whether the evidence is sufficient to support the claim<br>• cite textual evidence to support the analysis. | **By the end of English language proficiency level 5, an ELL can…**<br>• analyze and evaluate the reasoning in persuasive spoken and written texts<br>• determine whether the evidence is sufficient to support the claim<br>• cite specific textual evidence to thoroughly support the analysis. |

**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 1 Level E**

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  e. Provide a concluding statement or section that follows from and supports the argument presented. (W/WHST.9-10.1)

| ELP Standard 4 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct level-appropriate oral and written claims and support them with reasoning and evidence. | **By the end of English language proficiency level 1, an ELL can…**<br>• express an opinion about a familiar topic, experience or event.<br>• give a reason for the opinion. | **By the end of English language proficiency level 2, an ELL can…**<br>• construct a claim about familiar topics, experiences, or events<br>• introduce the topic, experience, or event<br>• give a reason to support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 3, an ELL can…**<br>• construct a claim about familiar topics<br>• introduce the topic<br>• provide sufficient reasons or facts to support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 4, an ELL can…**<br>• construct a claim about a variety of topics<br>• introduce the topic<br>• provide logically ordered reasons or facts that effectively support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• construct a substantive claim about a variety of topics<br>• introduce the claim<br>• distinguish it from a counter-claim<br>• provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim<br>• provide a conclusion that summarizes the argument presented. |

| ELP Standard 6 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>analyze and critique the arguments of others orally and in writing. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• identify a point an author or a speaker makes. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• identify the main argument an author or speaker makes<br>• identify one reason an author or a speaker gives to support the argument. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• explain the reasons an author or a speaker gives to support a claim<br>• identify one or two reasons an author or a speaker gives to support the main point. | **By the end of English language proficiency level 4, an ELL can…**<br>• analyze the reasoning in persuasive spoken and written texts<br>• determine whether the evidence is sufficient to support the claim<br>• cite textual evidence to support the analysis. | **By the end of English language proficiency level 5, an ELL can…**<br>• analyze and evaluate the reasoning in persuasive spoken and written texts<br>• determine whether the evidence is sufficient to support the claim<br>• cite specific textual evidence to thoroughly support the analysis. |

**CCR Writing Anchor 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. [This includes the narration of historical events, scientific procedures/experiments, or technical processes.]

**CCR Writing 2 Level E**

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
  a. Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (W/WHST.9-10.2)

| ELP Standard 3 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>speak and write about level-appropriate complex literary and informational texts and topics. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate information and feelings<br>about familiar texts, topics, and experiences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose simple written narratives or informational texts<br>about familiar texts, topics, experiences, or events. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose written informational texts<br>• develop the topic with a few details<br>about familiar texts, topics, or events. | **By the end of English language proficiency level 4, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• develop the topic with some relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• fully develop the topic with relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. |

## Writing Standards

**CCR Writing Anchor 3:** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**CCR Writing 3 Level B**

- Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (W.2.3)

**CCR Writing 3 Levels C–E**

Note: Students' narrative skills continue to grow in these levels as students work to incorporate narrative elements effectively into their arguments and informative/explanatory texts.

| ELP Standard 3 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>speak and write about level-appropriate complex literary and informational texts and topics. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate information and feelings<br>about familiar texts, topics, and experiences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose simple written narratives or informational texts<br>about familiar texts, topics, experiences, or events. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose written informational texts<br>• develop the topic with a few details<br>about familiar texts, topics, or events. | **By the end of English language proficiency level 4, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• develop the topic with some relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• fully develop the topic with relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. |

## Writing Standards

**CCR Writing Anchor 5:** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCR Writing 5 Level E**

- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (W.11-12.5)

| ELP Standard 7 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>adapt language choices to purpose, task, and audience when speaking and writing. | **By the end of English language proficiency level 1, an ELL can…**<br>• show emerging awareness of differences between informal and formal language use<br>• recognize the meaning of some words learned through conversations, reading, and being read to. | **By the end of English language proficiency level 2, an ELL can…**<br>• show increasing awareness of differences between informal and formal language use<br>• adapt language choices to task and audience with emerging control in various social and academic contexts<br>• begin to use some frequently occurring general academic and content-specific words. | **By the end of English language proficiency level 3, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts<br>• use an increasing number of general academic and content-specific words and expressions in spoken and written texts<br>• show developing control of style and tone in spoken and written texts. | **By the end of English language proficiency level 4, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts<br>• use a wider range of complex general academic and content-specific words and phrases<br>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. | **By the end of English language proficiency level 5, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts<br>• use a wide variety of complex general academic and content-specific words and phrases<br>• employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |

**CCR Writing Anchor 6:** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**CCR Writing 6 Level E**

- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (W.9-10.6)

| ELP Standard 2 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…** 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. | **By the end of English language proficiency level 1, an ELL can…**<br>• actively listen to others<br>• participate in short conversations and written exchanges about familiar topics and in familiar contexts<br>• present simple information<br>• respond to simple yes/no questions and some wh-questions. | **By the end of English language proficiency level 2, an ELL can…**<br>• participate in short conversations and written exchanges about familiar topics and texts<br>• present information and ideas<br>• appropriately take turns in interactions with others<br>• respond to simple questions and wh-questions. | **By the end of English language proficiency level 3, an ELL can…**<br>• participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas<br>• ask and answer relevant questions<br>• add relevant information and evidence<br>• restate some of the key ideas expressed<br>• follow rules for discussion<br>• ask questions to gain information or clarify understanding. | **By the end of English language proficiency level 4, an ELL can…**<br>• participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas<br>• clearly support points with specific and relevant evidence<br>• ask and answer questions to clarify ideas and conclusions<br>• summarize the key points expressed. | **By the end of English language proficiency level 5, an ELL can…**<br>• participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas clearly and persuasively<br>• refer to specific and relevant evidence from texts or research to support his or her ideas<br>• ask and answer questions that probe reasoning and claims<br>• summarize the key points and evidence discussed. |

**CCR Writing Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCR Writing 7 Level E**

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (W/WHST.11-12.7)

| ELP Standard 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>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…**<br>with support,<br>• carry out short, shared research projects<br>• gather information from a few provided print and digital sources<br>• label collected information, experiences, or events<br>• recall information from experience or from a provided source. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• carry out short individual or shared research projects<br>• gather information from provided print and digital sources<br>• record information in simple notes<br>• summarize data and information. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• carry out short research projects to answer a question<br>• gather information from multiple provided print and digital sources<br>• paraphrase key information in a short written or oral report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• provide a list of sources. | **By the end of English language proficiency level 4, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use search terms effectively<br>• synthesize information from multiple print and digital sources<br>• integrate information into an organized oral or written report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. | **By the end of English language proficiency level 5, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question or solve a problem<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use advanced search terms effectively<br>• synthesize information from multiple print and digital sources<br>• analyze and integrate information into clearly organized spoken and written texts<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. |

**CCR Writing Anchor 8:** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCR Writing 8 Level E**

- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W/WHST.9-10.8)

| ELP Standard 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>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…**<br>with support,<br>• carry out short, shared research projects<br>• gather information from a few provided print and digital sources<br>• label collected information, experiences, or events<br>• recall information from experience or from a provided source. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• carry out short individual or shared research projects<br>• gather information from provided print and digital sources<br>• record information in simple notes<br>• summarize data and information. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• carry out short research projects to answer a question<br>• gather information from multiple provided print and digital sources<br>• paraphrase key information in a short written or oral report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• provide a list of sources. | **By the end of English language proficiency level 4, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use search terms effectively<br>• synthesize information from multiple print and digital sources<br>• integrate information into an organized oral or written report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. | **By the end of English language proficiency level 5, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question or solve a problem<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use advanced search terms effectively<br>• synthesize information from multiple print and digital sources<br>• analyze and integrate information into clearly organized spoken and written texts<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. |

**CCR Writing Anchor 9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCR Writing 9 Level E**

- Draw evidence from literary or informational texts to support analysis, reflection, and research.
  a. Apply Reading standards from this level to literature (e.g., "Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone").
  b. Apply Reading standards from this level to literary nonfiction (e.g., "Integrate quantitative or technical analysis with qualitative analysis in print or digital text"). (W/WHST.11-12.9)

| ELP Standard 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>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…**<br>with support,<br>• carry out short, shared research projects<br>• gather information from a few provided print and digital sources<br>• label collected information, experiences, or events<br>• recall information from experience or from a provided source. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• carry out short individual or shared research projects<br>• gather information from provided print and digital sources<br>• record information in simple notes<br>• summarize data and information. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• carry out short research projects to answer a question<br>• gather information from multiple provided print and digital sources<br>• paraphrase key information in a short written or oral report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• provide a list of sources. | **By the end of English language proficiency level 4, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use search terms effectively<br>• synthesize information from multiple print and digital sources<br>• integrate information into an organized oral or written report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. | **By the end of English language proficiency level 5, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question or solve a problem<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use advanced search terms effectively<br>• synthesize information from multiple print and digital sources<br>• analyze and integrate information into clearly organized spoken and written texts<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. |

## Speaking and Listening Standards

**CCR Speaking and Listening Anchor 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCR Speaking and Listening 1 Level E**

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (SL.9-10.1)

| ELP Standard 2 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>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. | **By the end of English language proficiency level 1, an ELL can…**<br>• actively listen to others<br>• participate in short conversations and written exchanges about familiar topics and in familiar contexts<br>• present simple information<br>• respond to simple yes/no questions and some wh-questions. | **By the end of English language proficiency level 2, an ELL can…**<br>• participate in short conversations and written exchanges about familiar topics and texts<br>• present information and ideas<br>• appropriately take turns in interactions with others<br>• respond to simple questions and wh- questions. | **By the end of English language proficiency level 3, an ELL can…**<br>• participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas<br>• ask and answer relevant questions<br>• add relevant information and evidence<br>• restate some of the key ideas expressed<br>• follow rules for discussion<br>• ask questions to gain information or clarify understanding. | **By the end of English language proficiency level 4, an ELL can…**<br>• participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas<br>• clearly support points with specific and relevant evidence<br>• ask and answer questions to clarify ideas and conclusions<br>• summarize the key points expressed. | **By the end of English language proficiency level 5, an ELL can…**<br>• participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues<br>• build on the ideas of others<br>• express his or her own ideas clearly and persuasively<br>• refer to specific and relevant evidence from texts or research to support his or her ideas<br>• ask and answer questions that probe reasoning and claims<br>• summarize the key points and evidence discussed. |

**CCR Speaking and Listening Anchor 2:** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCR Speaking and Listening 2 Level E**

- Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. (SL.11-12.2)

| ELP Standard 1 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | **By the end of English language proficiency level 1, an ELL can…**<br>use a very limited set of strategies to:<br>• identify a few key words and phrases in oral communications and simple spoken and written texts.<br>• retell a few key details. | **By the end of English language proficiency level 2, an ELL can…**<br>use an emerging set of strategies to:<br>• identify the main topic in oral presentations and simple spoken and written texts<br>• retell a few key details. | **By the end of English language proficiency level 3, an ELL can…**<br>use a developing set of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• retell key details<br>• answer questions about key details<br>• explain how the theme is developed by specific details in texts<br>• summarize part of a text. | **By the end of English language proficiency level 4, an ELL can…**<br>use an increasing range of strategies to:<br>• determine a central idea or theme in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. | **By the end of English language proficiency level 5, an ELL can…**<br>use a wide range of strategies to:<br>• determine central ideas or themes in oral presentations and spoken and written texts<br>• analyze the development of the themes/ideas<br>• cite specific details and evidence from texts to support the analysis<br>• summarize a text. |

**CCR Speaking and Listening Anchor 3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**CCR Speaking and Listening 3 Level E**

- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. (SL.11-12.3)

| ELP Standard 6 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>analyze and critique the arguments of others orally and in writing. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• identify a point an author or a speaker makes. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• identify the main argument an author or speaker makes<br>• identify one reason an author or a speaker gives to support the argument. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• explain the reasons an author or a speaker gives to support a claim<br>• identify one or two reasons an author or a speaker gives to support the main point. | **By the end of English language proficiency level 4, an ELL can…**<br>• analyze the reasoning in persuasive spoken and written texts<br>• determine whether the evidence is sufficient to support the claim<br>• cite textual evidence to support the analysis. | **By the end of English language proficiency level 5, an ELL can…**<br>• analyze and evaluate the reasoning in persuasive spoken and written texts<br>• determine whether the evidence is sufficient to support the claim<br>• cite specific textual evidence to thoroughly support the analysis. |

**CCR Speaking and Listening Anchor 4:** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CCR Speaking and Listening 4 Level E**

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. (SL.9-10.4)

| ELP Standard 3 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>speak and write about level-appropriate complex literary and informational texts and topics. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate information and feelings<br>about familiar texts, topics, and experiences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose simple written narratives or informational texts<br>about familiar texts, topics, and experiences. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose written informational texts<br>• develop the topic with a few details<br>about familiar texts, topics, and experiences. | **By the end of English language proficiency level 4, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• develop the topic with some relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• fully develop the topic with relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. |

| ELP Standard 4 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>construct level-appropriate oral and written claims and support them with reasoning and evidence. | **By the end of English language proficiency level 1, an ELL can…**<br>• express an opinion about a familiar topic, experience or event.<br>• give a reason for the opinion. | **By the end of English language proficiency level 2, an ELL can…**<br>• construct a claim about familiar topics, experiences, or events<br>• introduce the topic, experience, or event<br>• give a reason to support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 3, an ELL can…**<br>• construct a claim about familiar topics<br>• introduce the topic<br>• provide sufficient reasons or facts to support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 4, an ELL can…**<br>• construct a claim about a variety of topics.<br>• introduce the topic<br>• provide logically ordered reasons or facts that effectively support the claim<br>• provide a concluding statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• construct a substantive claim about a variety of topics<br>• introduce the claim<br>• distinguish it from a counter-claim<br>• provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim<br>• provide a conclusion that summarizes the argument presented. |

| ELP Standard 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>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…**<br>with support,<br>• carry out short, shared research projects<br>• gather information from a few provided print and digital sources<br>• label collected information, experiences, or events<br>• recall information from experience or from a provided source. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• carry out short individual or shared research projects<br>• gather information from provided print and digital sources<br>• record information in simple notes<br>• summarize data and information. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• carry out short research projects to answer a question<br>• gather information from multiple provided print and digital sources<br>• paraphrase key information in a short written or oral report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• provide a list of sources. | **By the end of English language proficiency level 4, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use search terms effectively<br>• synthesize information from multiple print and digital sources<br>• integrate information into an organized oral or written report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. | **By the end of English language proficiency level 5, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question or solve a problem<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use advanced search terms effectively<br>• synthesize information from multiple print and digital sources<br>• analyze and integrate information into clearly organized spoken and written texts<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. |

| ELP Standard 9 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>create clear and coherent level-appropriate speech and text. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate basic information about an event or topic<br>• use a narrow range of vocabulary and syntactically simple sentences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• recount a short sequence of events in order<br>• introduce an informational topic<br>• provide one or two facts about the topic<br>• use common linking words to connect events and ideas. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• recount a sequence of events, with a beginning, middle, and end<br>• introduce and develop an informational topic with facts and details<br>• use common transitional words and phrases to connect events, ideas, and opinions<br>• provide a conclusion. | **By the end of English language proficiency level 4, an ELL can…**<br>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure<br>• introduce and develop an informational topic with facts, details, and evidence<br>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order<br>• introduce and effectively develop an informational topic with facts, details, and evidence<br>• use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. |

**CCR Speaking and Listening Anchor 5:** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCR Speaking and Listening 5 Level E**

- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. (SL.11-12.5)

| ELP Standard 3 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>speak and write about level-appropriate complex literary and informational texts and topics. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate information and feelings<br>about familiar texts, topics, and experiences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose simple written narratives or informational texts<br>about familiar texts, topics, experiences, or events. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• deliver short oral presentations<br>• compose written informational texts<br>• develop the topic with a few details<br>about familiar texts, topics, or events. | **By the end of English language proficiency level 4, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• develop the topic with some relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>• deliver oral presentations<br>• compose written informational texts<br>• fully develop the topic with relevant details, concepts, examples, and information<br>• integrate graphics or multimedia when useful<br>about a variety of texts, topics, or events. |

| ELP Standard 5 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>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…**<br>with support,<br>• carry out short, shared research projects<br>• gather information from a few provided print and digital sources<br>• label collected information, experiences, or events<br>• recall information from experience or from a provided source. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• carry out short individual or shared research projects<br>• gather information from provided print and digital sources<br>• record information in simple notes<br>• summarize data and information. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• carry out short research projects to answer a question<br>• gather information from multiple provided print and digital sources<br>• paraphrase key information in a short written or oral report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• provide a list of sources. | **By the end of English language proficiency level 4, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use search terms effectively<br>• synthesize information from multiple print and digital sources<br>• integrate information into an organized oral or written report<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. | **By the end of English language proficiency level 5, an ELL can…**<br>• carry out both short and more sustained research projects to answer a question or solve a problem<br>• gather information from multiple print and digital sources<br>• evaluate the reliability of each source<br>• use advanced search terms effectively<br>• synthesize information from multiple print and digital sources<br>• analyze and integrate information into clearly organized spoken and written texts<br>• include illustrations, diagrams, or other graphics as appropriate<br>• cite sources appropriately. |

**CCR Speaking and Listening Anchor 6:** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**CCR Speaking and Listening 6 Level E**

- Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (SL.11-12.6)

| ELP Standard 7 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>adapt language choices to purpose, task, and audience when speaking and writing. | **By the end of English language proficiency level 1, an ELL can…**<br>• show emerging awareness of differences between informal and formal language use<br>• recognize the meaning of some words learned through conversations, reading, and being read to. | **By the end of English language proficiency level 2, an ELL can…**<br>• show increasing awareness of differences between informal and formal language use<br>• adapt language choices to task and audience with emerging control in various social and academic contexts<br>• begin to use some frequently occurring general academic and content-specific words. | **By the end of English language proficiency level 3, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts<br>• use an increasing number of general academic and content-specific words and expressions in spoken and written texts<br>• show developing control of style and tone in spoken and written texts. | **By the end of English language proficiency level 4, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts<br>• use a wider range of complex general academic and content-specific words and phrases<br>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. | **By the end of English language proficiency level 5, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts<br>• use a wide variety of complex general academic and content-specific words and phrases<br>• employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |

| ELP Standard 9 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>create clear and coherent level-appropriate speech and text. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• communicate basic information about an event or topic<br>• use a narrow range of vocabulary and syntactically simple sentences. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• recount a short sequence of events in order<br>• introduce an informational topic<br>• provide one or two facts about the topic<br>• use common linking words to connect events and ideas. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• recount a sequence of events, with a beginning, middle, and end<br>• introduce and develop an informational topic with facts and details<br>• use common transitional words and phrases to connect events, ideas, and opinions<br>• provide a conclusion. | **By the end of English language proficiency level 4, an ELL can…**<br>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure<br>• introduce and develop an informational topic with facts, details, and evidence<br>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. | **By the end of English language proficiency level 5, an ELL can…**<br>• recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order<br>• introduce and effectively develop an informational topic with facts, details, and evidence<br>• use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas<br>• provide a concluding section or statement. |

**CCR Language Anchor 1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCR Language 1 Level E**

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Use parallel structure.
  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. (L.9-10.1)

| ELP Standard 10 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions<br>• understand and respond to simple questions. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions<br>• produce simple and compound sentences. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• use simple phrases<br>• use simple clauses<br>• produce and expand simple, compound, and a few complex sentences. | **By the end of English language proficiency level 4, an ELL can…**<br>• use increasingly complex phrases<br>• use increasingly complex clauses<br>• produce and expand simple, compound, and complex sentences. | **By the end of English language proficiency level 5, an ELL can…**<br>• use complex phrases and clauses<br>• produce and expand simple, compound, and complex sentences. |

**CCR Language Anchor 3:** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**CCR Language 3 Level D**

- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. Vary sentence patterns for meaning, reader/listener interest, and style.
  b. Maintain consistency in style and tone.
  c. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (L.6.3 and 7.3 merge)

| ELP Standard 10 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | **By the end of English language proficiency level 1, an ELL can…**<br>with support,<br>• recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions<br>• understand and respond to simple questions. | **By the end of English language proficiency level 2, an ELL can…**<br>with support,<br>• use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions<br>• produce simple and compound sentences. | **By the end of English language proficiency level 3, an ELL can…**<br>with support,<br>• use simple phrases<br>• use simple clauses<br>• produce and expand simple, compound, and a few complex sentences. | **By the end of English language proficiency level 4, an ELL can…**<br>• use increasingly complex phrases<br>• use increasingly complex clauses<br>• produce and expand simple, compound, and complex sentences. | **By the end of English language proficiency level 5, an ELL can…**<br>• use complex phrases and clauses<br>• produce and expand simple, compound, and complex sentences. |

**CCR Language Anchor 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCR Language 4 Level E**

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
  a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage.
  d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (L.11-12.4)

| ELP Standard 8 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>determine the meaning of words and phrases in oral presentations and literary and informational text. | **By the end of English language proficiency level 1, an ELL can…**<br>relying heavily on context, questioning, and knowledge of morphology in their native language(s),<br>• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 2, an ELL can…**<br>using context, questioning, and knowledge of morphology in their native language(s),<br>• determine the meaning of frequently occurring words, phrases, and expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 3, an ELL can…**<br>using context, questioning, and a developing knowledge of English and their native language(s)' morphology,<br>• determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 4, an ELL can…**<br>using context, questioning, and an increasing knowledge of English morphology,<br>• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions<br>in spoken and written texts about a variety of topics, experiences, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>using context, questioning, and consistent knowledge of English morphology,<br>• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions<br>in spoken and written texts about a variety of topics, experiences, or events. |

## Language Standards:

**CCR Language Anchor 5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCR Language 5 Level C**

- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  a. Interpret figurative language, including similes and metaphors, in context.
  b. Recognize and explain the meaning of common idioms, adages, and proverbs.
  c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5)

| ELP Standard 8 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>determine the meaning of words and phrases in oral presentations and literary and informational text. | **By the end of English language proficiency level 1, an ELL can…**<br>relying heavily on context, questioning, and knowledge of morphology in their native language(s),<br>• recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 2, an ELL can…**<br>using context, questioning, and knowledge of morphology in their native language(s),<br>• determine the meaning of frequently occurring words, phrases, and expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 3, an ELL can…**<br>using context, questioning, and a developing knowledge of English and their native language(s)' morphology,<br>• determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions<br>in spoken and written texts about familiar topics, experiences, or events. | **By the end of English language proficiency level 4, an ELL can…**<br>using context, questioning, and an increasing knowledge of English morphology,<br>• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions<br>in spoken and written texts about a variety of topics, experiences, or events. | **By the end of English language proficiency level 5, an ELL can…**<br>using context, questioning, and consistent knowledge of English morphology,<br>• determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions<br>in spoken and written texts about a variety of topics, experiences, or events. |

**CCR Language Anchor 6:** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering a word or phrase important to comprehension or expression.

**CCR Language 6 Level E**

- Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.11-12.6)

| ELP Standard 7 | Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|---|
| **An ELL can…**<br>adapt language choices to purpose, task, and audience when speaking and writing. | **By the end of English language proficiency level 1, an ELL can…**<br>• show emerging awareness of differences between informal and formal language use<br>• recognize the meaning of some words learned through conversations, reading, and being read to. | **By the end of English language proficiency level 2, an ELL can…**<br>• show increasing awareness of differences between informal and formal language use<br>• adapt language choices to task and audience with emerging control in various social and academic contexts<br>• begin to use some frequently occurring general academic and content-specific words. | **By the end of English language proficiency level 3, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts<br>• use an increasing number of general academic and content-specific words and expressions in spoken and written texts<br>• show developing control of style and tone in spoken and written texts. | **By the end of English language proficiency level 4, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience in various social and academic contexts<br>• use a wider range of complex general academic and content-specific words and phrases<br>• adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate. | **By the end of English language proficiency level 5, an ELL can…**<br>• adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts<br>• use a wide variety of complex general academic and content-specific words and phrases<br>• employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate. |

# V. Understanding and Using the Standards With the Correspondences

In this report, the ELP Standards for AE presented with their corresponding content standards in English language arts and literacy and the standards for mathematical and science practices. The correspondences provide insights into how the ELPS Standards for AE are situated or fit within the larger framework of CCR content standards and practices. This section of the report provides additional views and understandings of the:

- ELP Standards for AE and the CCR Standards for English Language Arts and Literacy,
- ELP Standards for AE and the CCR Standards for AE Mathematical Practice, and
- ELP Standards for AE and the NGSS' Science and Engineering Practices.

In general, *Correspondences* are comparisons between "nonequivalent artifacts" that help educators to understand the relationship between sets of standards; these comparisons do not result in full alignment (CCSSO, 2012, p. 92). For example, the comparison between the ELP Standards for AE and the CCR Standards for Mathematical Practice results in correspondences rather than alignment. This is because not all of the knowledge and skills identified in the ELP Standards for AE are found in the Mathematical Practices. And, while the ELP Standards for AE and the CCR English Language Arts and Literacy Standards are more similar, these two sets of standards do not focus on the exact same skills and knowledge.

Developing an understanding of these correspondences is necessary and important to provide instruction for English language acquisition—and engagement with CCR content instruction. By becoming familiar with these you can begin providing more meaningful levels of support to your ELLs. Use the ELP Standards with their CCR correspondences (and the CCR standards) to support your efforts to design instruction that integrates your ELLs' academic language development with the CCR content domains.

In Section V, as in Section IV, you will find the "What It Looks Like in Practice" scenarios. These provide practical examples of how the ELP Standards for AE and their correspondences might be used to inform instruction.

**Correspondence With the CCR Standards for English Language Arts and Literacy.** These correspondences display the relationships between the content and language demands associated with the CCR Standards for English Language Arts and Literacy for AE and the ELP Standards for AE. This set of correspondences is especially useful to you because the two sets of standards share a similar framework based on skills in reading, writing, listening, speaking, and language.

**Correspondences With the CCR Standards for Mathematical Practice.** These correspondences display the relationship between the content and language demands associated with the CCR Standards for Mathematical Practice for AE and the ELP Standards for AE. The CCR Standards for Mathematical Practice describe the habits of mind that mathematics educators should foster in their students (Pimentel, 2013).

**Correspondences With the NGSS Science and Engineering Practices.** These correspondences display the relationship between the content and language demands associated with NGSS Science and Engineering Practices and the ELP Standards for AE.[11] The NGSS Science and Engineering Practices describe behaviors that scientists and engineers engage in and support students' understanding of the links between science and engineering and how scientific knowledge develops.

Both English language acquisition instructors and content instructors can use the ELP Standards for AE and their correspondences to ensure that academic language is taught in tandem with and in support of content. Content instructors can use the correspondence tables that follow to develop an understanding of the correspondences between the practices associated with math and science and the ELP Standards for AE. Use these correspondence mappings to more effectively integrate academic language instruction and practice with specific language skills into teaching. As with the other sets of correspondences provided in this report, the math and science correspondences can be used to foster collaboration among English language instructors and ABE instructors. Use these correspondences to better understand how language development and content instruction support each other across classrooms. Instructors can also use the correspondences to collaborate on curriculum development and select instructional resources.

[11] The NGSS Science and Engineering Practices are one of three dimensions that combine to form every Next Generation Science Standard. The other two dimensions are Crosscutting Concepts and Disciplinary Core Ideas.

*In the following scenario, an instructor of an Integrated Education and Training (IET) class has specific medical and language objectives in mind for her lesson. She uses Table 3 (below) to understand the correspondences between the CCR English Language Arts and Literacy Standards and the ELP Standards for AE. She then uses View Two of the ELP Standards for AE and the corresponding CCR English Language Arts and Literacy standards to inform her instruction.*

**What It Looks Like in Practice**

**IET Class**

Amani's IET class prepares non-native English speakers for careers in health care, specifically as certified nursing assistants (CNAs). As a registered nurse herself, the focus with her advanced group of adult ELLs this week is on taking vital signs. She tries to integrate language support into this course in addition to the practical skills they need. Amani wants to make sure that her students are prepared for the interactions and people skills required in caring for ill or elderly people.

Amani already has specific medical objectives in mind for today's lesson. Students will practice taking each other's pulse and blood pressure readings and record this information in a table. She would also like to integrate conversation practice into this lesson. She wants her students to be able to make requests of their patients, explain what they are doing, and build rapport.

Amani turns first to Table 3, which provides correspondences between the CCR English Language Arts and Literacy Standards and the ELP Standards for AE. She knows that she wants to focus on CCR Speaking and Listening Anchor Standard 1, which is: *Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.* She finds that this CCR standard corresponds to ELP Standard 2.

Amani next turns to **View Two** so as to better understand the language demands required to meet the rigorous CCR standard. As her students are very high-level speakers of English, she focuses on levels 4–5 of ELP Standard 2. ELP 2 is: *An ELL can 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*. She focuses in particular on these elements: *participate in conversations about a range of topics, build on the ideas of others,* and *express ideas clearly.*

Seeing these language standards helps her decide to add an activity to her pulse and blood pressure lesson. She plans an activity for students to brainstorm ice-breaker questions they might ask nursing home residents and also discusses topics to avoid. Amani also plans to have students practice the specific language needed to describe what they are doing to the patients in the process of taking their blood pressure. For example, *Please roll up your sleeve*. Students will focus on the quantity of speech they produce and their articulation when speaking.

As you begin to use the ELP Standards for AE, you may identify additional correspondences not captured in this report. Thus, the three tables presented below are intended to be a starting point for you in analyzing the standards and correspondences together. These mappings are intended to orient you to the linguistic commonalities between the ELP Standards for AE and CCR content standards. Use them in tandem with Views I and II of the standards, presented in Section III, to facilitate instruction that is targeted to ELLs' specific level(s) of language proficiency.

**Table 3** displays correspondences between the ELP Standards for AE and the CCR English Language Arts and Literacy Standards for AE. These correspondences are made at the anchor standard[12] level. The only exception to this is in the correspondence between ELP Standard 9 and CCR Reading Standard 1E. In this case, the corresponding reading standard i depicted as a level-specific standard (that is, 1E). This is because its correspondence with the ELP standards is greater at the descriptor level than at the anchor standard level.

There are different ways to use Table 3 in service of adult ELLs' acquisition of English and access to English language arts and literacy content. For example, use it as a quick reference for deciding which ELP Standard(s) for AE to teach. Or, you could use it to determine which CCR English Language Arts and Literacy Standards correspond to the ELP Standard(s) selected. Use either View One or View Two of the ELP Standards for AE to further develop lesson objectives and content The Level 1–5 descriptors for each of the ELP standards highlight specific targets for language development within each ELP level.

[12] The anchor standards define the broad college and career readiness skills that must be met for students to be prepared for postsecondary education, workforce training programs, and careers.

**Table 3. Correspondences of the English Language Proficiency Standards for Adult Education and College and Career Readiness English Language Arts and Literacy Standards for Adult Education**

| | ELP Standards for AE An ELL can… | Corresponding CCR English Language Arts and Literacy Standards for AE—Reading | Corresponding CCR English Language Arts and Literacy Standards for AE—Writing | Corresponding CCR English Language Arts and Literacy Standards for AE—Speaking and Listening | Corresponding CCR English Language Arts and Literacy Standards for AE—Language |
|---|---|---|---|---|---|
| 1 | construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. | 1, 2, 3, 7 | | 2 | |
| 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. | | 6 | 1 | |
| 3 | speak and write about level-appropriate complex literary and informational texts and topics. | | 2, 3 | 4, 5 | |
| 4 | construct level-appropriate oral and written claims and support them with reasoning and evidence. | | 1 | 4 | |
| 5 | conduct research and evaluate and communicate findings to answer questions or solve problems. | | 7, 8, 9 | 4, 5 | |
| 6 | analyze and critique the arguments of others orally and in writing. | 8 | 1 | 3 | |
| 7 | adapt language choices to purpose, task, and audience when speaking and writing. | | 5 | 6 | 6 |
| 8 | determine the meaning of words and phrases in oral presentations and literary and informational text. | 4 | | | 4, 5 |
| 9 | create clear and coherent level-appropriate speech and text. | 1E, 2, 3, 4 | | 4, 6 | |
| 10 | demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. | | | | 1, 3 |

(Pimentel, 2013)

## *Correspondences With Mathematical Practices*

**Table 4** displays the correspondences between the CCR Standards for Mathematical Practice and the ELP Standards for AE. The eight Mathematical Practices are presented in rows along the left-hand side

of the table and the corresponding ELP Standards for AE are presented in columns. As can be seen in the table, three Mathematical Practices correspond to between three and eight separate ELP Standards for AE. Table 4 is designed to help you think about how to connect CCR standards-based instruction and ELP standards-based instruction. For example, if you were planning to teach ELP Standard 4 (language for constructing a claim) then MP3 (Construct viable arguments and critique the reasoning of others) could provide the context for your instructional planning and activities. You could also turn to the level-specific CCR content standards for mathematics, as appropriate, to further focus instruction. Table 4 can also be used as the basis for collaboration between English language acquisition instructors and mathematics instructors to teach ELP Standards and CCR Standards for Mathematics.

**Table 4. Correspondences of the College and Career Readiness Standards for Mathematical Practice and English Language Proficiency Standards for Adult Education**

| Mathematical Practice (MP) | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 | ELP 6 | ELP 7 | ELP 8 | ELP 9 | ELP 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| MP1. Make sense of problems and persevere in solving them. | ✓ | ✓ | ✓ | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| MP2. Reason abstractly and quantitatively. | | | | | | | | | | |
| MP3. Construct viable arguments and critique the reasoning of others. | | | | ✓ | | ✓ | | | ✓ | |
| MP4. Model with mathematics. | | | | | | | | | | |
| MP5. Use appropriate tools strategically. | | | | | | | | | | |
| MP6. Attend to precision. | | ✓ | ✓ | ✓ | | | ✓ | | | ✓ |
| MP7. Look for and make use of structure. | | | | | | | | | | |
| MP8. Look for and express regularity in repeated reasoning. | | | | | | | | | | |

## *Correspondences With Science Practices*

**Table 5** displays the correspondences between the ELP Standards for AE and the NGSS Science and Engineering Practices. The eight Science Practices are presented in rows along the left side of the table and the corresponding ELP Standards for AE are presented in columns. This mapping may be helpful in order to identify supporting the language skills (and standards) to incorporate into lessons. Instructors can then turn to View One of the ELP Standards to determine which specific standard(s) to target, based on your students' English proficiency levels and needs and the lesson objectives. Table 5 can be used as a springboard to raise awareness of the intersections of science and language. Understanding the correspondences between the Science Practices and ELP Standards for AE can also help to contextualize instruction to draw on students' interests and engage them.

**Table 5. Correspondences of the Next Generation Science Standards' Science and Engineer Practices and English Language Proficiency Standards for Adult Education**

| Science Practice (SP) | ELP 1 | ELP 2 | ELP 3 | ELP 4 | ELP 5 | ELP 6 | ELP 7 | ELP 8 | ELP 9 | ELP 10 |
|---|---|---|---|---|---|---|---|---|---|---|
| SP1. Ask questions and define problems. | ✓ | ✓ | | | | ✓ | ✓ | ✓ | ✓ | ✓ |
| SP2. Develop and use models. | | | | | | | | | | |
| SP3. Plan and carry out investigations. | | | | | ✓ | | | | ✓ | |
| SP4. Analyze and interpret data. | | ✓ | | ✓ | | | | | ✓ | |
| SP5. Use mathematics and computational thinking. | | | | | | | | | | |
| SP6. Construct explanations and design solutions. | | ✓ | ✓ | | ✓ | ✓ | ✓ | | ✓ | |
| SP7. Engage in argument from evidence. | | | | ✓ | | ✓ | | | ✓ | |
| SP8. Obtain, evaluate, and communicate information. | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

*In the following scenario, an instructor of an ABE math class wants to teach his students statistics while also strengthening their academic language. He uses Table 4 (below) to identify which ELP Standard for AE support the Mathematical Practices that are the focus of the lesson. He uses View One of the ELP Standards for AE for guidance on the language tasks his students can work on during that math lesson.*

**What It Looks Like in Practice**

**ABE Math Class**

Jay's ABE math class is organized in blocks, and he is working to plan the math block for the next few days. It is a mixed class of mostly non-native English speakers, but there are some native speakers as well. They are ready to begin Statistics & Probability: Interpreting Categorical & Quantitative Data (CCRS Level C). Jay knows it is critical to keep the Mathematical Practices (MPs) central to his math teaching. He wants to focus on MP1 and MP3 in this upcoming unit. MP1 is: *Make sense of problems and persevere in solving them.* MP3 is: *Construct viable arguments and critique the reasoning of others*.

By looking at the Mathematical Practices Correspondences Table (Table 4), he sees that ELP Standard 9 supports both MP1 and MP3. He uses View One to find out more about ELP Standard 9 (*An ELL can create clear and coherent level-appropriate speech and text*). As his students are high-intermediate speakers of English, he focuses on Levels 4–5. These levels provide guidance on the language tasks his students can work on during this introductory statistics and probability unit. These include recounting a detailed sequence of events, effectively developing an informational topic, using complex and varied transitions, and providing a concluding statement.

As Jay begins this math unit, he and the students talk about a real-life example (the age of cars and how that relates to mileage). During the unit, they work to come up with appropriate statistical questions, such as, 'How does the age of a vehicle relate to mileage?" The students then work to identify and collect data from their classmates and create generalizations based on that data. For example, the cars that are more than 10 years old generally have at least X number of miles. Students are introduced to plotting data in various ways to represent it visually and to find the spread, center, and shape.

In addition to gathering and displaying the data about vehicles, Jay asks his students to explain their thinking in English. Together as a class they generate a list of useful transition words and phrases and Jay posts them in the classroom. As students articulate their thinking about math tasks, other students are encouraged to politely critique their reasoning. They generate a list of phrases that can assist, such as, "*I wonder if you considered*…?" and "*Is it possible that you've made an error*?"

At the end of the unit students are asked to prepare a short group presentation to respond to a statistical question. This presentation must include a restatement of the question they chose, an explanation of what data was gathered and how, a visual representation of the data, and a strong concluding statement. The rest of the class listens attentively, asks clarifying questions, and respectfully pushes the presenters to defend their work. Through this math unit, not only are students learning about statistics at CCRS Level C, but they are strengthening their academic language.

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# Appendix A: Glossary

This section of the report defines key terms used in the ELP Standards for AE.

**Academic language:** Language needed to effectively access and engage with standards-based content and curriculum as well as workplace practices.

**Communication:** Exchanging information or expressing ideas, thoughts, or feelings to someone else.

**Connotative language:** A secondary meaning of a word or expression that is connected to the cultural or emotional association with the word; for example, "frugal" and "cheap" have similar meanings but different connotations.

**Content instructor:** An instructor with responsibility for teaching the knowledge and skills defined in a particular subject area. In an adult education setting, common subject areas include English language arts and literacy, history and civics, mathematics, health, and recycling and environmental awareness.

**Conversation:** An informal, spoken exchange of ideas with a person or group of people.

**Discussion:** A spoken exchange of ideas about a topic with a person or group of people; more formal than a conversation.

**Figurative language:** A secondary meaning of a word or expression that is different from the basic meaning; similes, metaphors, and allusions are examples of figurative language.

**Morphology:** The study and description of how words are formed, including the analysis of linguistic units such as root words, affixes, intonations, and parts of speech.

**Presentation:** A formal activity in which a student describes or explains something to others.

**Social language:** Informal language used outside of either the classroom or the workplace.

**Spoken text:** An oral expression or message; conversations, discussions, presentations, interviews, storytelling, speeches, and lectures are examples of spoken text.

**Written exchange:** Sharing information or expressing ideas, thoughts, and feelings to someone else in writing.

**Written text:** A written expression or message; a sign, a letter, an article, a story, an instructional manual, and a textbook are examples of written text.

# Appendix B: Panelists' Biographical Summaries

**H. Gary Cook, PhD,** directs research for the WIDA Consortium and is a research scientist at the Wisconsin Center for Education Research. Dr. Cook earned his PhD in Measurement and Quantitative Methods from Michigan State University. He earned a master's degree in Teaching English as a Second Language and a bachelor's degree in Linguistics from the University of Hawai'i at Manoa. He has served in educational leadership or research positions in private industry, in an urban public school district, in a state department of education, and at the university level. He is an experienced federal peer reviewer for No Child Left Behind and serves on several state and national technical advisory committees. His recent research and publication interests have focused on the relationship between English language proficiency and content assessments, standards alignment, policy issues associated with Title III accountability, and applying growth modeling techniques to address key educational questions for English language learners. He has conducted research on English language development (ELD) standards and has developed widely used methodologies that examine the relationship between ELD standards and assessment and between ELD standards and academic content standards. Dr. Cook was involved in designing and facilitating a correspondence study between state WIDA's ELD standards and the Common Core State Standards. He was also a member of the team that created the English Language Proficiency Development Framework.

**Jane Roy** is an instructor at South Dakota State University in Brookings, South Dakota, where she teaches courses in applied linguistics and English as a second-language (ESL) teaching methods. Since September 2013, Ms. Roy has been an English language arts/literacy coach for the Implementing College and Career Readiness (CCR) Standards in Adult Education project of the Office of Career, Technical, and Adult Education (OCTAE). She is also the task lead for assembling online resources for the OCTAE CCR project. Ms. Roy has 18 years of experience in education, which encompasses working with low-income adults, non-native English speakers, and first-generation college students. Her experience includes teaching, program management, curriculum development, and teacher training and support in ESL, both in the United States and overseas. As an educational consultant, Ms. Roy has worked with both the National Institute for Literacy and the Center for Applied Linguistics in Washington, DC. In addition, she has developed English proficiency assessment tests and facilitated professional development workshops for state and national initiatives. Ms. Roy served as a content expert in the U.S. Department of Education's Promoting College and Career-Ready Standards in Adult Basic Education initiative. Ms. Roy holds an MAT in ESL from Georgetown University.

**Patsy Vinogradov, PhD,** directs the ABE Teaching & Learning Advancement System (ATLAS), which provides professional development for Minnesota's ABE workforce (www.atlasABE.org). For the last 2 years, Dr. Vinogradov has led Minnesota's efforts to implement the CCR Standards for AE. She co-leads the state's CCR Standards for AE implementation team. Minnesota is one of 12 states participating in the Standards-in-Action initiative. Dr. Vinogradov is an ESL teacher by training, and she identifies

first as a language teacher. Dr. Vinogradov is intimately familiar with the ABE system and the CCR Standards for AE. She holds state teaching licenses in both K–12 ESL and ABE.

# Appendix C: Examples of Supports and Scaffolds

Scaffolding is the temporary guidance or assistance a teacher provides to a student that enables the student to perform a task he or she would not be able to perform alone (National Governors Association for Best Practices, CCSSO, 2010). The goal of scaffolding is for the student to eventually perform the task independently and thus not require the scaffold. For adult ELLs, the amount and type of scaffolding provided depends on each student's level of English language proficiency as well as other background variables such as the level of literacy in the native language. You must know your ELLs' strengths and needs on a case-by-case basis to provide proper scaffolding that will facilitate their access to level-appropriate content as specified by state-adopted academic-content standards. In addition, you must use your professional judgment to gradually remove scaffolds so your adult ELLs can perform tasks independently.

The ELP Standards for AE deliberately avoid making specific recommendations for scaffolds so as not to appear prescriptive. Instead, Table C–1 provides recommendations for supports and scaffolds that can help ELLs of varying language proficiency levels engage in instructional tasks. Recommended supports and scaffolds are provided for adult ELLs at ELP Levels 1–2, Levels 3–4, and Level 5 based on the ELP Standards for AE's five level descriptors. Some supports and scaffolds, such as wait time and building background, may be appropriate for more than one ELP level.

The supports and scaffolds are divided into three categories: Teacher Language and Teacher–Student Exchanges, Materials and Activities, and Student Groupings. The Teacher Language and Teacher-Student Exchanges category includes ways teachers can provide support and scaffolds to adult ELLs during instruction and when interacting with students. It includes such supports and scaffolds as giving wait time and using native language, as appropriate. The Materials and Activities category suggests ways that instructors can provide assistance to ELLs through the materials they use in the classroom and the ways they engage in activities. Examples include sentence starters and sentence frames as well as bilingual glossaries. The final category, Student Groupings, suggests ways teachers can structure student pairs and small groups so as to provide adult ELLs with maximum access to level-specific tasks and activities. Examples of student groupings include partner work with additional scaffolds and small group work with additional scaffolds.

To use Table C–1, you should first select supports and scaffolds based on the individual strengths and needs of your students as determined by your students' proficiency levels. You should also take the instructional task into consideration when determining which supports or scaffolds to use in your instruction. Finally, you should ensure that you provide supports and scaffolds in each of the three categories represented in the table. You should be aware that while a wide menu of supports and scaffolds is displayed, it is not beneficial to provide all of the supports and scaffolds listed simultaneously. You should be judicious in your use of supports and scaffolds, choosing those appropriate for your students' proficiency levels and the instructional task at hand.

**Table C–1. Supports and Scaffolding Recommendations by Level[13]**

| | ELP Levels 1–2 | ELP Levels 3–4 | ELP Level 5 |
|---|---|---|---|
| **Teacher Language and Teacher–Student Exchanges** | • Give wait time<br>• Use contextualized language about concrete topics<br>• Repeat, paraphrase, model, and gesture<br>• Use think alouds to model processes and language<br>• Give one-step directions<br>• Use native language as appropriate<br>• Have students demonstrate understanding by pointing or gesturing<br>• Concentrate on meaning rather than correctness | • Give wait time<br>• Use contextualized language about concrete and abstract topics<br>• Repeat, paraphrase, and model<br>• Use think alouds to model process and language<br>• Concentrate on meaning rather than correctness | • Model complex grammatical language about both concrete and abstract topics |
| **Materials and Activities** | • Build background<br>• Use visuals<br>• Use total physical response (TPR)<br>• Use graphic organizers<br>• Use illustrations and photos to show student understanding<br>• Use native language texts or ELP level-appropriate texts as a supplement to complex texts<br>• Purposefully teach vocabulary<br>• Provide bilingual glossaries<br>• Provide word/phrase cards with photo or illustration for definition<br>• Provide audio books (in English and native language) to support content learning<br>• Provide sentence starters and frames<br>• Draw and label or write words/short sentences<br>• Complete vocabulary log with images | • Build background<br>• Use visuals<br>• Use TPR<br>• Use graphic organizers<br>• Use acting or role plays to demonstrate student understanding<br>• Use native language texts or ELP level-appropriate texts as a supplement to complex texts<br>• Purposefully teach vocabulary<br>• Provide bilingual glossaries<br>• Provide word/phrase cards with photo or illustration for definition<br>• Provide audio books (in English and native language) to support content learning<br>• Provide word/phrase banks<br>• Provide sentence starters and frames | • Build background<br>• Use visuals<br>• Use graphic organizers<br>• Purposefully teach vocabulary<br>• Provide bilingual glossaries<br>• Provide audio books (in English) to support content learning<br>• Analyze complex grammatical language about both concrete and abstract topics |
| **Student Groupings** | • Partner work (with additional scaffolds)<br>• Small groups (with teacher support and additional scaffolds) | • Partner work (with additional scaffolds)<br>• Small groups (with additional scaffolds) | • Partner work<br>• Small groups |

[13] 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.

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