

# **Participant Handbook**

## **FDOE Adult ESOL**

### **Framework**

#### **2019**



**2019 FDOE ADULT ESOL FRAMEWORK TRAINING  
PARTICIPANT HANDBOOK**

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## Florida Department of Education

| <b>ADULT ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)</b> |   |
|---|---|
| <b>Program/Course Title</b>                                 | Adult English for Speakers of Other Languages |
| <b>Program/Course Number</b>                                | 9900040                                       |
| CIP Number  | 1532.010300                                   |
| Grade Level   | 30, 31  |
| Standard Length   | 2700 hours maximum recommended                |

**PURPOSE**

The purpose of the Adult ESOL program is to “assist immigrants and other individuals who are English language learners in: improving their reading, writing, speaking, listening, and comprehension skills in English, mathematics skills and an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.” In addition, the Adult ESOL program is “designed to lead to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.” *Adult Education and Family Literacy Act (AEFLA), Title II, Section 202, Workforce Investment and Opportunity Act (WIOA), 2014.*

**STUDENTS**

The Adult Education and Family Literacy Act supports English language learners in the attainment of the following goals:

- Improve their literacy skills in English
- Obtain knowledge and skills for employment and economic self-sufficiency
- Participate in the educational development of their children
- Improve economic opportunities for their families
- Understand the rights and responsibilities of citizenship

Students eligible to enroll in the Adult ESOL course are those who:

- Are age 16 years or older
- Have officially withdrawn from the K12 educational system
- Demonstrate skills below the exit score of level 6 as measured by FDOE-approved assessments

It is not permitted to enroll students in the Adult ESOL and English Literacy and Career Education (ELCATE) courses simultaneously. Students must be withdrawn from the Adult ESOL course before enrolling in ELCATE.

English language learners holding a secondary or postsecondary degree and/or credential may enroll in the Adult ESOL course if their reading and/or listening pretest scores are below the exit score for NRS level 6.

Individuals who wish to enroll and score below the accurate range on the lowest level tests during the initial intake should be given the FDOE Native Language Screening to determine their ability to read and write in their native language. If the scores obtained on the FDOE Native Language Screening indicate they are non-literate or semi-literate in their native language, these students should not be placed in the Adult ESOL course, and be enrolled in the Literacy Skills course instead.

**CURRICULUM FRAMEWORK**

Programs and instructors will find the Adult ESOL curriculum framework to be a useful guide for planning and designing a curriculum for their students. As a “framework,” it is a set of “building blocks” for programs to complement with a high-quality curriculum. Programs may use text and digital curricula that align with the content of the Adult ESOL framework.

The framework is aligned to the NRS educational functioning levels, as noted below:

| <b>FDOE Adult ESOL Levels</b> | <b>NRS EFLs</b> |
|-------------------------------|-----------------|
| 1 Foundations                 | ESL Level 1     |
| 2 Low Beginning               | ESL Level 2     |
| 3 High Beginning              | ESL Level 3     |
| 4 Low Intermediate            | ESL Level 4     |
| 5 High Intermediate           | ESL Level 5     |
| 6 Advanced                    | ESL Level 6     |

Completion of EFLs is measured by assessing students with approved assessments in accordance with Rule 6A-6.014, FAC. The following tests have been approved by FDOE and the NRS: CASAS (Life and Work 80 Reading Series and 980 Listening Series), TABE CLAS-E, BEST Plus 2.0 and BEST Literacy. See <http://www.fldoe.org/academics/career-adult-edu/adult-edu/technical-assistance-papers.stml> for additional information.

The framework consists of three parts:

1. College and Career Readiness (CCR) Standards for adult education
2. English Language Proficiency (ELP) Standards for adult education
3. The FDOE Life and Work Competencies

The CCR Standards are listed first because they are the end goal of Adult ESOL students as they work toward achieving their long-term personal and career goals. The CCR Standards represent what students can do at the beginning of each level of Adult ESOL and cover the essential oral and written English communication skills students need for real-world applications.

The ELP Standards are listed below the CCR Standards that they correspond to. The ELP Standards are designed to:

- Support implementation of the Adult Education CCR Standards in all programs statewide
- Provide guidance to teachers of adult ESOL students at different levels access the CCR standards
- Make recommendations on the types of linguistic supports that adult ESOL students may need

In addition, the ELP Standards and CCR Standards reflect three key instructional advances:

1. Complex text: The standards provide regular practice with complex text and academic language.
2. Evidence from text: The standards prioritize students’ ability to cite evidence from literary and informational text across the domains of reading, writing, speaking and listening.
3. Content-rich text: The standards focus not only on English language skills but also on literacy across disciplines of science, social studies and technical subjects, and on students’ ability to build knowledge through comprehension of content-rich informational text.

In lesson planning and classroom instruction, the CCR Standards and ELP Standards work together. The CCR Standards provide academic content and the ELP Standards provide language supports. The CCR Language Arts Standards are distinct from the ELP standards; although there is some overlap, the ELP Standards focus on overall language development in English learners and the CCR Language Arts Standards largely concern accuracy in grammar, punctuation, spelling, and vocabulary.

The 10 ELP Standards focus on all four areas of language acquisition: listening, speaking, reading, and writing. The standards represent different types of skills:

- Standards 1 and 8: Receptive skills of listening and reading
- Standards 3, 4, 7: Productive skills of speaking and writing
- Standards 2, 5, 6: Interactive skills requiring collaborative use of both receptive and productive skills
- Standards 9 and 10: Linguistic structures of English

ELP Standards 1 – 7 highlight the language skills required for ELLs to engage in content-specific practices necessary for 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*).

The third section of the framework consists of a comprehensive list of Life and Work Competencies. The CCR and ELP Standards should be taught contextually by building lessons around the life and work competencies that relate to students’ personal and career goals. Many of the competencies can be taught across the full range of the Adult ESOL levels, while some are more applicable to beginning levels and others to advanced levels.

The FDOE Life and Work Competencies have nine subject areas:

1. Communication
2. Employment
3. Community
4. Consumer Education
5. Health
6. Civics
7. Environment
8. Mathematics
9. Learning and Thinking

## **ACCOMMODATIONS**

Federal and state legislation requires the provision of accommodations for students with disabilities to meet individual needs and ensure equal access. Adult students with disabilities must self-identify and request such services. Students with disabilities may need accommodations in such areas as instructional methods and materials, assignments and assessments, time demands and schedules, learning environment, assistive technology and special communication systems.

## **ADULT EDUCATION INSTRUCTOR CERTIFICATION REQUIREMENTS**

As per section 1012.39 (1)(b), F.S., each school district shall establish the minimal qualifications for part-time and full-time teachers in adult education programs.

## **CAREER AND EDUCATION PLANNING**

The following career development standards are designed to be integrated into the Adult ESOL frameworks to assist students with career exploration and planning. Students can access Florida’s career information delivery system or a comparable system for career exploration and development of a career plan.

- CP.01 Develop skills to locate, evaluate, and interpret career information.
- CP.02 Identify interests, skills, and personal preferences that influence career and education choices.
- CP.03 Identify career cluster and related pathways that match career and education goals.
- CP.04 Develop and manage a career and education plan.

## **DIGITAL LITERACY**

Computer skills have become essential in today's world. Students use a variety of technology tools such as calculators, cell phones, and computers for multiple uses; communicate with friends and family, apply for work, classroom instruction, testing, and in the workplace. Technology standards are designed to be integrated into the ESOL Frameworks.

DL.01 Develop basic keyboarding and numerical keypad skills.

DL.02 Produce a variety of documents such as research papers, resumes, charts, and tables using word processing programs.

DL.03 Use Internet search engines such as Google, Bing, or Yahoo to collect data and information.

DL.04 Practice safe, legal, and responsible sharing of information, data, and opinions online.

## **Workforce Preparation Activities**

The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment. (Workforce Innovation and Opportunity Act (WIOA), 2014). The following workforce preparation activities should be integrated into the classroom instruction.

- 1) Critical Thinking: All students will make decisions and solve problems by specifying goals, identifying resources and constraints, generating alternatives, considering impacts, choosing appropriate alternatives, implementing plans of action, and evaluating results.
- 2) Teamwork: All students will learn to work cooperatively with people with diverse backgrounds and abilities. Students will identify with the group's goals and values, learn to exercise leadership, teach others new skills, serve clients or customers, and contribute with ideas, suggestions, and work efforts.
- 3) Employment: All students will develop job search skills for employment such as completing an application, resume, cover letter, thank you letter, and interviewing techniques.
- 4) Self-Management: All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others.
- 5) Utilizing Resources: All students will learn to identify, organize, plan, and allocate resources (such as time, money, material, and human resources) efficiently and effectively.
- 6) Using Information: All students will acquire, organize, interpret, and evaluate information in post-secondary, training, or work situations.
- 7) Understanding Systems: All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies.

## Gradual Release of Responsibility Model

*“The Gradual Release Model is a Best Practice and an instructional approach that provides scaffolding for Adult ESOL students and opportunities for them to engage in the concepts and vocabulary they will need.”*

| <p><b>GRADUAL RELEASE:</b><br/>Scaffolded instruction that assists in moving from teacher-centered instruction to student-centered instruction.</p> <p>Sometimes referred to as <b>“I Do – We Do – You Do”</b></p> |  |  |   |
|--|--|--|---|
| Teacher-Led<br>I Do  | Guided Practice<br>We Do   | Communicative<br>Practice<br>You Do Together   | Independent<br>Practice<br>You Do<br>Independently  |
| Teacher provides direct instruction and modeling   | Teacher asks and answers questions, provides support to students as needed | Students work together in pairs or small groups to collaborate on activities or assignments with teacher | Students work independently to complete an activity or assignment and teacher provides feedback |

The source for this document is “Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility, 2nd Edition” by Douglas Fisher and Nancy Frey.

**Chart of Correspondences Between CCR and ELP Standards**

| College and Career Readiness Standards |     | English Language Proficiency Standards |      |      |      |      |      |      |      |      |       |
|--|-----|--|------|------|------|------|------|------|------|------|-------|
|  |     | ELP1                                   | ELP2 | ELP3 | ELP4 | ELP5 | ELP6 | ELP7 | ELP8 | ELP9 | ELP10 |
| Reading Foundations                    | RF1 |  |      |      |      |      |      |      |      |      |       |
|  | RF2 |  |      |      |      |      |      |      |      |      |       |
|  | RF3 |  |      |      |      |      |      |      |      |      |       |
|  | RF4 |  |      |      |      |      |      |      |      |      |       |
| Reading                                | R1  | 1                                      |      |      |      |      |      |      |      | 9    |       |
|  | R2  | 1                                      |      |      |      |      |      |      |      | 9    |       |
|  | R3  | 1                                      |      |      |      |      |      |      |      | 9    |       |
|  | R4  |  |      |      |      |      |      | 8    | 9    |      |       |
|  | R5  |  |      |      |      |      |      |      |      |      |       |
|  | R6  |  |      |      |      |      |      |      |      |      |       |
|  | R7  | 1                                      |      |      |      |      |      |      |      |      |       |
|  | R8  |  |      |      |      |      | 6    |      |      |      |       |
|  | R9  |  |      |      |      |      |      |      |      |      |       |
|  | R10 |  |      |      |      |      |      |      |      |      |       |
| Writing                                | W1  |  |      |      | 4    |      | 6    |      |      |      |       |
|  | W2  |  |      | 3    |      |      |      |      |      |      |       |
|  | W3  |  |      | 3    |      |      |      |      |      |      |       |
|  | W4  |  |      |      |      |      |      |      |      |      |       |
|  | W5  |  |      |      |      |      |      | 7    |      |      |       |
|  | W6  |  | 2    |      |      |      |      |      |      |      |       |
|  | W7  |  |      |      |      | 5    |      |      |      |      |       |
|  | W8  |  |      |      |      | 5    |      |      |      |      |       |
|  | W9  |  |      |      |      | 5    |      |      |      |      |       |
| Speaking and Listening                 | SL1 |  | 2    |      |      |      |      |      |      |      |       |
|  | SL2 | 1                                      |      |      |      |      |      |      |      |      |       |
|  | SL3 |  |      |      |      |      | 6    |      |      |      |       |
|  | SL4 |  |      | 3    | 4    | 5    |      |      |      | 9    |       |
|  | SL5 |  |      | 3    |      | 5    |      |      |      |      |       |
|  | SL6 |  |      |      |      |      |      | 7    |      | 9    |       |
| Language                               | L1  |  |      |      |      |      |      |      |      |      | 10    |
|  | L2  |  |      |      |      |      |      |      |      |      |       |
|  | L3  |  |      |      |      |      |      |      |      |      | 10    |
|  | L4  |  |      |      |      |      |      |      | 8    |      |       |
|  | L5  |  |      |      |      |      |      |      | 8    |      |       |
|  | L6  |  |      |      |      |      |      | 7    |      |      |       |

# COLLEGE AND CAREER READINESS STANDARDS

## READING FOUNDATIONS CCR ANCHOR STANDARDS

**RF CCR Anchor 2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (Phonological Awareness)

**RF CCR Anchor 3:** Know and apply grade-level phonics and word analysis skills in decoding words. (Phonics and Word Recognition)

**RF CCR Anchor 4:** Read with sufficient accuracy and fluency to support comprehension. (Fluency)

## READING CCR ANCHOR STANDARDS

**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.

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

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

**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.

**Reading CCR Anchor 5:** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g., a section chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.)

**Reading CCR Anchor 6:** Assess how point of view or purpose shapes the content and style of a text.

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

**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.

**Reading CCR Anchor 9:** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Reading CCR Anchor 10:** Read and comprehend complex literary and informational texts independently and proficiently.

## WRITING CCR ANCHOR STANDARDS

**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.

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

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

**Writing CCR Anchor 4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

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

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

**Writing 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.

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

## SPEAKING AND LISTENING CCR ANCHOR STANDARDS

**Speaking & 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.

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

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

**Speaking & 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.

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

**Speaking & 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 STANDARDS**

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

**Language CCR Anchor 2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing

**Language 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.

**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.

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

**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.

| Reading CCR Anchor Standard 1  | Reading CCR 1 Level A<br>ESOL Levels 1 – 2 – 3  | Reading CCR 1 Level B<br>ESOL Level 4  | Reading CCR 1 Level C<br>ESOL Level 5   | Reading CCR 1 Level D<br>ESOL Level 6   |
|--|---|--|---|---|
| <b>Reading CCR Anchor 1</b><br>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. | Ask and answer questions about key details in a text  | Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.  | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.   | Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.<br>Application: Cite specific textual evidence to support analysis of primary and secondary sources.<br>Application: Cite specific textual evidence to support analysis of science and technical texts.   |
| ELP ANCHOR STANDARD 1  | ELP Level 1<br>ESOL Levels 1 – 2 – 3  | ELP Level 2<br>ESOL Level 4  | ELP Level 3<br>ESOL Level 5   | ELP Level 4<br>ESOL Level 6   |
| <b>An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</b>   | By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to: <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul> | By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to: <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul> | By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text.</li> </ul> | By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to: <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul> |
| ELP ANCHOR STANDARD 9  | ELP Level 1<br>ESOL Levels 1 – 2 – 3  | ELP Level 2<br>ESOL Level 4  | ELP Level 3<br>ESOL Level 5   | ELP Level 4<br>ESOL Level 6   |
| <b>An ELL can create clear and coherent level-appropriate speech and text.</b>   | By the end of English language proficiency level 1, an ELL can... with support, <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and</li> </ul>                       | By the end of English language proficiency level 2, an ELL can... with support, <ul style="list-style-type: none"> <li>• recount a short sequence of events in order</li> <li>• introduce an informational topic</li> </ul>  | By the end of English language proficiency level 3, an ELL can... with support, <ul style="list-style-type: none"> <li>• recount a sequence of events, with a beginning, middle, and end</li> </ul>   | By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>• recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure</li> </ul>  |

|  |  |   |  |   |
|--|--|---|--|---|
|  | <p>syntactically simple sentences.</p> | <ul style="list-style-type: none"> <li>• provide one or two facts about the topic</li> <li>• use common linking words to connect events and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• introduce and develop an informational topic with facts and details</li> <li>• use common transitional words and phrases to connect events, ideas, and opinions</li> <li>• provide a conclusion.</li> </ul> | <ul style="list-style-type: none"> <li>• introduce and develop an informational topic with facts, details, and evidence</li> <li>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>• provide a concluding section or statement.</li> </ul> |
|--|--|---|--|---|

| Reading CCR Anchor Standard 4  | Reading CCR 4 Level A<br>ESOL Levels 1 – 2 – 3  | Reading CCR 4 Level B<br>ESOL Level 4   | Reading CCR 4 Level C<br>ESOL Level 5  | Reading CCR 4 Level D<br>ESOL Level 6  |
|--|---|---|--|--|
| <b>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.</b> | Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.   | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a topic or subject area.)<br>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (RI/RL.6.4)  |
| <b>ELP ANCHOR STANDARD 8</b>   | <b>ELP Level 1<br/>ESOL Levels 1 – 2 – 3</b>  | <b>ELP Level 2<br/>ESOL Level 4</b>   | <b>ELP Level 3<br/>ESOL Level 5</b>  | <b>ELP Level 4<br/>ESOL Level 6</b>  |
| <b>An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.</b>  | By the end of English language proficiency level 1, an ELL can... relying heavily on context, questioning, and knowledge of morphology in their native language(s), <ul style="list-style-type: none"> <li>recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events.</li> </ul> | By the end of English language proficiency level 2, an ELL can... using context, questioning, and knowledge of morphology in their native language(s), <ul style="list-style-type: none"> <li>determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.</li> </ul> | By the end of English language proficiency level 3, an ELL can... using context, questioning, and a developing knowledge of English and their native language(s)' morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events.</li> </ul> | By the end of English language proficiency level 4, an ELL can... using context, questioning, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> <li>determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and a growing number of idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events.</li> </ul> |
| <b>ELP ANCHOR STANDARD 9</b>   | <b>ELP Level 1<br/>ESOL Levels 1 – 2 – 3</b>  | <b>ELP Level 2<br/>ESOL Level 4</b>   | <b>ELP Level 3<br/>ESOL Level 5</b>  | <b>ELP Level 4<br/>ESOL Level 6</b>  |
| <b>An ELL can create clear and coherent level-appropriate speech and text.</b>   | By the end of English language proficiency level 1, an ELL can... with support,   | By the end of English language proficiency level 2, an ELL can... with support,   | By the end of English language proficiency level 3, an ELL can... with support,  | By the end of English language proficiency level 4, an ELL can... <ul style="list-style-type: none"> <li>recount a longer, more detailed sequence of</li> </ul>  |

|  |   |  |   |   |
|--|---|--|---|---|
|  | <ul style="list-style-type: none"> <li>• communicate basic information about an event or topic</li> <li>• use a narrow range of vocabulary and syntactically simple sentences.</li> </ul> | <ul style="list-style-type: none"> <li>• recount a short sequence of events in order</li> <li>• introduce an informational topic</li> <li>• provide one or two facts about the topic</li> <li>• use common linking words to connect events and ideas.</li> </ul> | <ul style="list-style-type: none"> <li>• recount a sequence of events, with a beginning, middle, and end</li> <li>• introduce and develop an informational topic with facts and details</li> <li>• use common transitional words and phrases to connect events, ideas, and opinions</li> <li>• provide a conclusion.</li> </ul> | <p>events or steps in a process, with a clear sequential or chronological structure</p> <ul style="list-style-type: none"> <li>• introduce and develop an informational topic with facts, details, and evidence</li> <li>• use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas</li> <li>• provide a concluding section or statement.</li> </ul> |
|--|---|--|---|---|

| Reading CCR Anchor Standard 7   | Reading CCR 7 Level A<br>ESOL Levels 1–2–3   | Reading CCR 7 Level B<br>ESOL Level 4  | Reading CCR 7 Level C<br>ESOL Level 5   | Reading CCR 7 Level D<br>ESOL Level 6  |
|---|--|--|---|--|
| <p><b>Reading CCR Anchor 7</b><br/> <b>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b></p> | <p>Use the illustrations and details in a text to describe its key ideas (e.g., maps, charts, photographs, political cartoons, etc.).</p>  | <p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br/>           Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> | <p>Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.<br/>           Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> | <p>Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words to develop a coherent understanding of a topic or issue.<br/>           Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p>             |
| ELP ANCHOR STANDARD 1   | ELP Level 1<br>ESOL Levels 1 – 2 – 3   | ELP Level 2<br>ESOL Level 4  | ELP Level 3<br>ESOL Level 5   | ELP Level 4<br>ESOL Level 6  |
| <p><b>An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</b></p>                 | <p>By the end of English language proficiency level 1, an ELL can... use a very limited set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify a few key words and phrases in oral communications and simple spoken and written texts.</li> </ul> | <p>By the end of English language proficiency level 2, an ELL can... use an emerging set of strategies to:</p> <ul style="list-style-type: none"> <li>• identify the main topic in oral presentations and simple spoken and written texts</li> <li>• retell a few key details.</li> </ul>  | <p>By the end of English language proficiency level 3, an ELL can... use a developing set of strategies to:</p> <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• retell key details</li> <li>• answer questions about key details</li> <li>• explain how the theme is developed by specific details in texts</li> <li>• summarize part of a text.</li> </ul>            | <p>By the end of English language proficiency level 4, an ELL can... use an increasing range of strategies to:</p> <ul style="list-style-type: none"> <li>• determine a central idea or theme in oral presentations and spoken and written texts</li> <li>• analyze the development of the themes/ideas</li> <li>• cite specific details and evidence from texts to support the analysis</li> <li>• summarize a text.</li> </ul> |

## ENGLISH LANGUAGE PROFICIENCY STANDARDS

**ELPS Anchor 1:** An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

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**ELPS Anchor 2:** 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.

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**ELPS Anchor 3:** An ELL can speak and write about level-appropriate complex literary and informational texts and topics.

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**ELPS Anchor 4:** An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.

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**ELPS Anchor 5:** An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.

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**ELPS Anchor 6:** An ELL can analyze and critique the arguments of others orally and in writing.

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**ELPS Anchor 7:** An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

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**ELPS Anchor 8:** An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

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**ELPS Anchor 9:** An ELL can create clear and coherent level-appropriate speech and text.

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**ELPS Anchor 10:** An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

## ENGLISH LANGUAGE PROFICIENCY (ELP) STANDARDS: *Explained*



*An ELL can...*

|   |   |
|---|---|
| ELP 1<br>understand main ideas                  | construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.  |
| ELP 2<br>ask/answer questions                   | 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. |
| ELP 3<br>talk/write about information           | speak and write about level-appropriate complex literary and informational texts and topics.  |
| ELP 4<br>support ideas                          | construct level-appropriate oral and written claims and support them with reasoning and evidence.   |
| ELP 5<br>find information                       | conduct research and evaluate and communicate findings to answer questions or solve problems.   |
| ELP 6<br>evaluate information                   | analyze and critique the arguments of others orally and in writing.   |
| ELP 7<br>adapt language                         | adapt language choices to purpose, task, and audience when speaking and writing.  |
| ELP 8<br>understand vocabulary                  | determine the meaning of words and phrases in oral presentations and literary and informational text.   |
| use clear, grammatical language and punctuation | ELP 9<br>create clear and coherent level-appropriate speech and text.   |
|   | ELP 10<br>demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.  |

Kathryn Powell, Harper College

## LIFE AND WORK COMPETENCIES

| SUBJECT AREAS               |  |
|-----------------------------|--|
| <b>1</b>                    | <b>COMMUNICATION</b>   |
| <b>2</b>                    | <b>EMPLOYMENT</b>  |
| <b>3</b>                    | <b>COMMUNITY</b>   |
| <b>4</b>                    | <b>CONSUMER ECONOMICS</b>  |
| <b>5</b>                    | <b>HEALTH</b>  |
| <b>6</b>                    | <b>CIVICS</b>  |
| <b>7</b>                    | <b>ENVIRONMENT</b>   |
| <b>8</b>                    | <b>MATHEMATICS</b>   |
| <b>9</b>                    | <b>LEARNING AND THINKING</b>   |
| <b>1</b>                    | <b>COMMUNICATION</b>   |
| 1.1                         | Interact with others effectively in the classroom  |
| 1.2                         | Respond appropriately to common information questions (name, address, family members, country)   |
| 1.3                         | Identify or use appropriate non-verbal behavior (e.g., handshaking)  |
| 1.4                         | Converse about daily and leisure activities, every day topics, and personal interests  |
| 1.5                         | Identify family members and their relationships  |
| 1.6                         | Complete a personal information form   |
| 1.7                         | Use a telephone or similar device to make and receive calls and for other functions  |
| 1.8                         | Interpret or write a personal note, invitation, or letter  |
| 1.9                         | Identify the months of the year and the days of the week   |
| 1.10                        | Understand, follow, or give instructions, including commands and polite request (e.g., Do this; Will you do this?)   |
| 1.11                        | Understand or use appropriate language to clarify or request clarification   |
| 1.12                        | Understand or use appropriate language for informational purpose (e.g., to identify, describe, ask for information, state needs, agree or disagree)                              |
| 1.13                        | Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)  |
| 1.14                        | Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize)  |
| 1.15                        | Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)  |
| <b>2</b>                    | <b>EMPLOYMENT</b>  |
| <b>OBTAINING EMPLOYMENT</b> |  |
| 2.1                         | Identify and use sources of information about job opportunities such as job descriptions   |
| 2.2                         | Identify procedures involved in interviewing for a job, such as arranging for an interview, acting and dressing appropriately, and selecting appropriate questions and responses |
| 2.3                         | Follow procedures for applying for a job, including interpreting and completing job applications, resumes, and letters of application  |
| 2.4                         | Identify and use information about training opportunities  |
| 2.5                         | Identify common occupations and the skills and education required for them   |
| 2.6                         | Identify procedures for career planning, including self-assessment   |

| <b>LIFE AND WORK COMPETENCIES</b>     |  |
|---------------------------------------|--|
| 2.7                                   | Identify appropriate skills and education for keeping a job and getting a promotion  |
| 2.8                                   | Interpret job responsibilities and performance reviews   |
| 2.9                                   | Identify job training needs and set learning goals   |
| 2.10                                  | Identify/interpret appropriate behaviors, attire, attitudes, and interpersonal interactions in the workplace   |
| <b>WAGES</b>                          |  |
| 2.11                                  | Interpret information about wages, deductions, pay statements, and timekeeping forms   |
| 2.12                                  | Interpret employee handbooks, personnel policies, employee benefits, and job manuals   |
| 2.13                                  | Interpret information about legal rights of employees, including issues such as discrimination and sexual harassment   |
| <b>WORKPLACE SAFETY</b>               |  |
| 2.15                                  | Identify/interpret safety signs and manuals, safe work procedures, and ergonomic requirements in the workplace   |
| 2.16                                  | Identify common safety equipment and safe work attire  |
| 2.17                                  | Identify/interpret unsafe conditions and accidents in the workplace and procedures for reporting them  |
| <b>WORKPLACE TOOLS AND TECHNOLOGY</b> |  |
| 2.18                                  | Demonstrate use of common business machines  |
| 2.19                                  | Demonstrate the ability to use a computer in performing work tasks   |
| 2.20                                  | Identify tools, equipment, and machines in the workplace   |
| 2.21                                  | Interpret work-related technical service manuals   |
| 2.22                                  | Identify/interpret procedures to troubleshoot/resolve problems with machines, and maintain them  |
| <b>WORKPLACE COMMUNICATION</b>        |  |
| 2.23                                  | Interpret general work-related vocabulary (e.g., supervisor, shift)  |
| 2.24                                  | Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms charts, checklists, etc.   |
| 2.25                                  | Follow, clarify, give, or provide feedback to instructions; give and respond appropriately to criticism  |
| 2.26                                  | Demonstrate ability to select, set up, and apply appropriate technology for a given task   |
| 2.27                                  | Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals |
| 2.28                                  | Demonstrate effective communication skills in working with customers and clients   |
| 2.29                                  | Demonstrate initiative and resourcefulness in meeting the needs and solving the problems of customers  |
| 2.30                                  | Assess the operation of a system or organization and make recommendations for improvement, including development of new systems  |
| 2.31                                  | Interpret and write work-related correspondence, including notes, memos, letters, and e-mail   |
| 2.32                                  | Interpret written workplace announcements and notices  |
| 2.33                                  | Report progress on activities, status of assigned tasks, and problems and other situations affecting job completion  |
| 2.34                                  | Select and analyze work-related information for a given purpose and communicate it to others orally or in writing  |
| 2.35                                  | Identify or demonstrate effective management of material resources, including acquisition, storage, and distribution   |

| <b>LIFE AND WORK COMPETENCIES</b> |  |
|-----------------------------------|--|
| 2.36                              | Identify or demonstrate effective management of human resources, including assessing skills, making appropriate work assignments, and monitoring performance |
|                                   | <b>WORKPLACE RESOURCE MANAGEMENT</b>   |
| 2.37                              | Identify, secure, evaluate, process, and/or store information needed to perform tasks or keep records  |
| 2.38                              | Demonstrate ability to use a filing system or other ordered system (e.g., coded or numbered)   |
| <b>3</b>                          | <b>COMMUNITY</b>   |
| 3.1                               | Ask for, give, follow, or clarify directions to a place or location, including reading signs   |
| 3.2                               | Identify/interpret signs related to public transportation  |
| 3.3                               | Identify/interpret different types of transportation in the community, and interpret traffic information   |
| 3.4                               | Identify/interpret maps relating to travel needs, including internet-based map systems   |
| 3.5                               | Interpret information about weather conditions (e.g., hurricanes, tornadoes, lightning)  |
| 3.6                               | Locate and utilize services of agencies that provide emergency help  |
| 3.7                               | Identify and access governmental social services (e.g., Social Security, Medicare, welfare programs)   |
| 3.8                               | Locate and interpret information related to classes and schedules  |
| 3.9                               | Interpret school-related registration and application forms  |
| 3.10                              | Interpret information about social issues  |
| <b>4</b>                          | <b>CONSUMER ECONOMICS</b>  |
|                                   | <b>MEASUREMENT AND MONEY</b>   |
| 4.1                               | Interpret recipes  |
| 4.2                               | Interpret, use and compute measurement for consumer-related purposes   |
| 4.3                               | Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)   |
| 4.4                               | Interpret advertisements, labels, charts, and price tags in selecting goods and services   |
|                                   | <b>PURCHASING GOODS AND SERVICES</b>   |
| 4.5                               | Compare price, quality, and product information to determine the best buys for goods and services  |
| 4.6                               | Identify common food items   |
| 4.7                               | Identify common articles of clothing   |
| 4.8                               | Identify, compare and use methods for purchasing goods and services, including online purchasing   |
| 4.9                               | Make returns, exchanges, and customer service requests   |
| 4.10                              | Use automated devices (e.g., ticket machines, self-checkout) to make purchases and payments  |
| 4.11                              | Identify common articles of clothing   |
|                                   | <b>CONSUMER PROTECTION</b>   |
| 4.12                              | Identify consumer protection resources concerning business practices and solicitations   |
| 4.13                              | Identify procedures the consumer can follow if merchandise or service is unsatisfactory  |
| 4.14                              | Interpret product guarantees and warranties  |
| 4.15                              | Interpret operating instructions, directions, or labels for consumer products  |
| 4.16                              | Interpret information to obtain repairs  |
|                                   | <b>FINANCIAL LITERACY</b>  |
| 4.17                              | Interpret information about personal and family budgets  |
| 4.18                              | Consider need, affordability, and long-term implications in making purchases   |

| <b>LIFE AND WORK COMPETENCIES</b> |   |
|-----------------------------------|---|
| 4.19                              | Interpret bills   |
| 4.20                              | Demonstrate ability to use and manage savings and checking accounts, including services such as ATMs, direct deposit, debit card purchasing, and online banking |
| 4.21                              | Interpret information about the types of loans available through lending institutions   |
| 4.23                              | Interpret information about credit and debt, including interest rates, payment terms and credit reports   |
|                                   | <b>HOUSING</b>  |
| 4.24                              | Identify different kinds of housing, areas of the home, and common household items  |
| 4.25                              | Select appropriate housing by reading ads, signs, and other information, and by making inquiries  |
| 4.26                              | Interpret lease and rental documents  |
| 4.27                              | Interpret information about tenant and landlord rights and obligations  |
| 4.28                              | Interpret information about housing loans and homeowner insurance   |
| 4.29                              | Communicate maintenance needs and housing problems to a landlord or property manager  |
| 4.30                              | Recognize home theft and fire prevention measures   |
|                                   | <b>TRANSPORTATION</b>   |
| 4.31                              | Interpret highway and traffic signs and signals, including parking information  |
| 4.32                              | Identify driving regulations and procedures to obtain a driver's license  |
| 4.33                              | Compute mileage and gasoline consumption  |
| 4.34                              | Interpret maps related to driving   |
| 4.35                              | Interpret information related to the selection and purchase of a car  |
| 4.36                              | Interpret information related to automobile maintenance   |
| 4.37                              | Identify types of vehicles and basic car parts and features, including safety equipment   |
| <b>5</b>                          | <b>HEALTH</b>   |
|                                   | <b>BASIC HEALTH AND MEDICAL INFORMATION</b>   |
| 5.1                               | Identify parts of the body  |
| 5.2                               | Identify information necessary to make or keep medical and dental appointments  |
| 5.3                               | Identify and use health care services and facilities, including interacting with staff  |
| 5.4                               | Identify and access counseling services   |
| 5.5                               | Interpret information about health care plans, insurance, and benefits  |
| 5.6                               | Fill out medical health history forms   |
| 5.7                               | Interpret medical bills   |
| 5.8                               | Identify and use appropriate medications, including prescription, over-the-counter, and generic   |
| 5.9                               | Interpret medicine labels   |
| 5.10                              | Interpret product labels, including directions and warnings   |
| 5.11                              | Identify safety measures that can prevent accidents and injuries  |
| 5.12                              | Interpret procedures for first-aid  |
| 5.13                              | Interpret information about AIDS and other sexually transmitted diseases  |
| 5.14                              | Recognize problems related to drugs, tobacco, and alcohol and identify where treatment may be obtained  |
| 5.15                              | Interpret immunization requirements   |
| 5.16                              | Interpret health and danger alerts  |

| <b>LIFE AND WORK COMPETENCIES</b> |   |
|-----------------------------------|---|
| 5.17                              | Interpret medical-related vocabulary (e.g., X-ray, blood test)  |
|                                   | <b>MAINTAINING HEALTH</b>   |
| 5.18                              | Interpret information about nutrition, including food labels  |
| 5.19                              | Identify/interpret information about a healthy diet   |
| 5.20                              | Identify how to handle, prepare and store food safely   |
| 5.21                              | Identify practices that promote dental health   |
| 5.22                              | Identify practices to maintain health such as regular checkups, exercise, and disease prevention measures |
| 5.23                              | Interpret information about illnesses, diseases, and health conditions, and their symptoms                |
| 5.24                              | Communicate with medical personnel regarding condition, diagnosis, treatment, concerns, and instructions  |
| 5.25                              | Interpret information on the development, care, and health and safety concerns of children                |
|                                   |   |
| <b>6</b>                          | <b>CIVICS</b>   |
|                                   | <b>VOTING AND CIVIC ENGAGEMENT</b>  |
| 6.1                               | Identify/interpret voter qualifications and registration forms  |
| 6.2                               | Interpret a ballot  |
| 6.3                               | Interpret information about electoral politics, political parties, and candidates                         |
| 6.4                               | Identify, interpret, and express opinions on political and other public issues                            |
| 6.5                               | Identify how to contact public officials about issues and concerns  |
|                                   | <b>U.S. HISTORY</b>   |
| 6.6                               | Identify the U.S. flag, other national symbols, and principal monuments                                   |
| 6.7                               | Interpret information about U.S. history  |
| 6.8                               | Identify/interpret U.S. historical documents  |
| 6.9                               | Interpret information about U.S. states, cities, geographical features, and points of interest            |
|                                   | <b>LEGAL RIGHTS AND RESPONSIBILITIES</b>  |
| 6.10                              | Interpret laws and ordinances, and legal forms and documents  |
| 6.11                              | Identify individual legal and civil rights and procedures for obtaining legal advice                      |
| 6.12                              | Interpret basic court procedures  |
| 6.13                              | Interpret information or identify requirements for establishing residency and/or obtaining citizenship    |
| 6.14                              | Identify common infractions, crimes, legal consequences   |
| 6.15                              | Identify procedures for reporting a crime   |
| 6.16                              | Identify legal obligations in domestic relationships and how to report problems                           |
|                                   | <b>FUNCTIONS OF GOVERNMENT</b>  |
| 6.17                              | Interpret information about the legislative, judicial, and executive branches and their activities        |
| 6.18                              | Interpret information about the military and law enforcement  |
| 6.19                              | Identify local, state and federal government officials  |
|                                   | <b>CIVIC ACTIVITIES AND RESPONSIBILITIES</b>  |
| 6.20                              | Interpret information about neighborhood or community problems and their solutions                        |
| 6.21                              | Interpret information about civic organizations and public service groups                                 |
| 6.22                              | Identify civic responsibilities, e.g., voting, jury duty, and paying taxes                                |

## LIFE AND WORK COMPETENCIES

| LIFE AND WORK COMPETENCIES     |   |
|--------------------------------|---|
| <b>ECONOMICS</b>               |   |
| 6.23                           | Interpret economic information and statistics   |
| 6.24                           | Interpret information on economic issues and trends   |
| <b>7 ENVIRONMENT</b>           |   |
| 7.1                            | Identify ways of conserving resources, including recycling and using energy efficiently                                 |
| 7.2                            | Interpret information related to environmental issues   |
| 7.3                            | Interpret information related to energy issues  |
| 7.4                            | Interpret information about issues related to natural sciences, such as biology   |
| 7.5                            | Interpret information related to technological issues   |
| 7.6                            | Identify the principal components of Earth's climate system and ways they interact                                      |
| 7.7                            | Interpret the impact of climate change on environmental, biological and social systems.                                 |
| <b>8 MATHEMATICS</b>           |   |
| 8.1                            | Count to 100 by ones and by tens  |
| 8.2                            | Identify and classify numeric symbols   |
| 8.3                            | Count and associate numbers with quantities, including recognizing correct number sequencing                            |
| 8.4                            | Measure area and volume of geometric shapes   |
| 8.5                            | Use or interpret measurement instruments, such as rulers, scales, gauges, and dials                                     |
| 8.6                            | Interpret diagrams, illustrations, and scale drawings   |
| 8.7                            | Compare objects with a measurable attribute in common, using "more of"/"less of"  |
| <b>9 LEARNING AND THINKING</b> |   |
| 9.1                            | Identify and prioritize personal, educational, and workplace goals  |
| 9.2                            | Identify and paraphrase pertinent information   |
| 9.3                            | Analyze a situation, statement, or process, identifying component elements and casual and part/whole relationships      |
| 9.4                            | Make comparisons, differentiating among, sorting, and classifying items, information, or ideas                          |
| 9.5                            | Identify or make inferences through inductive and deductive reasoning to hypothesize, predict, conclude, and synthesize |
| 9.6                            | Identify a problem and its possible causes  |
| 9.7                            | Generate ideas using various approaches, such as brainstorming  |
| 9.8                            | Devise and implement a solution to an identified problem  |
| 9.9                            | Evaluate the outcome of a solution and suggest modifications to it as needed  |
| 9.10                           | Take notes or write a summary or an outline   |
| 9.11                           | Use an index or table of contents   |
| 9.12                           | Identify/interpret test-taking skills and strategies  |
| 9.13                           | Interpret visual representations, e.g., symbols, blueprints, flowcharts, and schematics                                 |
| 9.14                           | Distinguish fact from opinion, fiction from non-fiction, and point of view in media messages and presentations          |

**SAMPLE LESSON PLAN FOR ADULT ESOL**

**TOPIC: Career Goals**

**ESOL Level:** 4 **Instructor:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Subject Area:** Employment

|                                  |  |
|----------------------------------|--|
| <b>Life &amp; Work Comps.</b>    | <p><b>2.5</b> Identify common occupations and the skills and education required for them.</p> <p><b>2.9</b> Identify job training needs and set learning goals.</p> <p><b>9.4</b> Make comparisons</p> <p><b>9.13</b> Interpret visual representations</p>   |
| <b>CCRS Reading Anchor Stds.</b> | <p><b>1.</b> Ask w/h questions to demonstrate understanding of key details in a text.</p> <p><b>4.</b> Determine meaning of academic and domain-specific words.</p> <p><b>7.</b> Use information gained from illustrations.</p>  |
| <b>ELPS Anchor Stds.</b>         | <p><b>1.</b> Construct meaning from ... informational text through level-appropriate listening, reading, and viewing.</p> <p><b>3.</b> Construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> <p><b>5.</b> Conduct research and evaluate and communicate findings to answer questions or solve problems.</p> <p><b>8.</b> Determine meaning of words &amp; phrases in informational text.</p> <p><b>9.</b> Create clear and coherent level-appropriate speech and text.</p> |

|                   |   |
|-------------------|---|
| <b>Skill Area</b> | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking & Listening <input type="checkbox"/> Language |
|-------------------|---|

**Vocabulary in Context:** I, my, mine, student, career, High School Diploma, State College, Career and Technical School, earn, more than, the most, less than, the least. **Academic Words:** Trend, Research, Analyze

|   |  |
|---|--|
| <b>LISTENING ITEM TYPES</b>   | <b>READING TASK AREAS</b>  |
| <input type="checkbox"/> 1. Photo Prompts<br><input checked="" type="checkbox"/> 2. Comprehension Question<br><input type="checkbox"/> 3. Predict Next Line of Dialogue<br><input type="checkbox"/> 4. Identify True Statements Based on Prompt | <input type="checkbox"/> 1. Forms<br><input checked="" type="checkbox"/> 2. Tables/Chart/Graph/Map<br><input checked="" type="checkbox"/> 3. Articles/Paragraph/Directions/Pictures<br><input type="checkbox"/> 4. Sign/Label/Ad/Tag<br><input type="checkbox"/> 5. Measurement Scales/Diagram |

**Materials & Equipment:** Career Handout, paragraph frames, iPads, phones, or laptops, internet, mynextmove.org

**PLAN FOR INSTRUCTION**

Warm-up/Introduction: Explain and model unscrambling sentences. Have students unscramble the key sentence on the board: do living what want you do to a for? After unscrambling, tell students: "Today we will be writing about our career goals. By the end of the lesson you will be able to answer the question, "What do you want to do for a living?"

|  |   |  |   |
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| <p><b>Teacher-led – I Do</b></p> <p>Ask students what they see in Career Handout P. 1. After students respond explain different career paths, some require college, some technical school.</p> <ol style="list-style-type: none"> <li>1. Teach vocabulary words.</li> <li>2. Ask students to circle what they currently do and what they would like to do in the future.</li> <li>3. Point to handout P. 2. Ask students to look at the words after the blank spaces.</li> <li>4. Ask students to circle nouns, underline verbs.</li> <li>5. Ask students to complete 1<sup>st</sup> paragraph.</li> <li>6. Go to mynextmove.org. Have students read title "What do you do for a living?"</li> </ol> | <p><b>Guided Practice-We Do</b></p> <ol style="list-style-type: none"> <li>1. Show students how to use mynextmove.org</li> <li>2. Point out different careers in the clusters</li> <li>3. Find your own career. Explain the education needed, skills, abilities and salary.</li> <li>4. Ask students what else they see.</li> </ol> | <p><b>Communicative Practice -You Do Together</b></p> <ol style="list-style-type: none"> <li>1. Have students turn and talk to ask what do you want to do for a living?</li> <li>2. Have students create a conversation from the paragraph frame and role play to peers.</li> <li>3. Have peers formulate and ask WH questions.</li> <li>4. Listen for the correct use of "According to ..." in citing sources.</li> </ol> | <p><b>Independent Practice - You Do Independently</b></p> <ol style="list-style-type: none"> <li>1. Students will visit mynextmove.org</li> <li>2. Students will research the career chosen during I Do.</li> <li>3. Have students complete the 2<sup>nd</sup> and 3<sup>rd</sup> paragraphs with the new information.</li> </ol> |
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| <p><b>Ask students to find the answers in the text to these questions:</b></p> <p>Who earns more?</p> <p>Which career earns most?</p> | <p>Which career requires a H.S. Diploma?</p> <p>How many years of school do you need?</p> <p>Which career requires a Bachelor's Degree?</p> <p>How many years of college do you need?</p> | <p>Which career requires a Master's Degree?</p> <p>How many years of college do you need?</p> <p>What is the trend or outlook for the career?</p> |
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## LESSON PLAN TEMPLATE FOR ADULT ESOL

TOPIC: \_\_\_\_\_

ESOL Level: \_\_\_ Instructor: \_\_\_\_\_ Date: \_\_\_\_\_ Subject Area: \_\_\_\_\_

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|---|---|--|---|
| <b>Life &amp; Work Competencies</b>   | List the Competencies that students will be able to do by the end of the lesson. These are the objectives that the evaluation will check for when the lesson is complete. |  |   |
| <b>CCRS Anchor Standards</b>  | List the CCR Anchor Standards that students need to have knowledge of to be able to perform the Competencies listed above.  |  |   |
| <b>ELPS Anchor Standards</b>  | List the EOL Standards that correspond to the CCR Standards listed. These are found in the Chart of Correspondences.  |  |   |
| <b>Language Skill Area</b>  | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking & Listening <input type="checkbox"/> Language                         |  |   |
| <b>Vocabulary in Context and Academic Vocabulary:</b> List the key vocabulary words based on the context of the lesson. Include words from the Academic Vocabulary Word List (Averil Coxhead AWL)   |   |  |   |
| <b>LISTENING ITEM TYPES</b><br>(Check which type of question)   |   | <b>READING TASK AREAS</b>  |   |
| <input type="checkbox"/> 1. Photo Prompts<br><input type="checkbox"/> 2. Comprehension Question<br><input type="checkbox"/> 3. Predict Next Line of Dialogue<br><input type="checkbox"/> 4. Identify True Statements Based on Prompt  |   | <input type="checkbox"/> 1. Forms<br><input type="checkbox"/> 2. Tables/Chart/Graph/Map<br><input type="checkbox"/> 3. Articles/Paragraph/Directions/Pictures<br><input type="checkbox"/> 4. Sign/Label/Ad/Tag<br><input type="checkbox"/> 5. Measurement Scales/Diagram |   |
| <b>Materials &amp; Equipment:</b> List any textbooks, handouts, websites, smartboards, etc., that students will need to do the lesson.  |   |  |   |
| <b>PLAN FOR INSTRUCTION</b>   |   |  |   |
| <b>Introduction/Warm-Up:</b> Plan an activity that will create an environment for learning, assess prior knowledge, and review materials. The activity may focus on practicing skills and strategies or a review of previously learned content.   |   |  |   |
| <b>Teacher-Led:<br/>I Do</b><br>Teacher provides direct instruction and modeling.   | <b>Guided Practice:<br/>We Do</b><br>Teacher asks and answers questions, provides support to students as needed.  | <b>Communicative Practice:<br/>You Do Together</b><br>Students work together in pairs or small groups to collaborate on activities or assignments with teacher.  | <b>Independent Practice:<br/>You Do Independently</b><br>Students work independently to complete an activity or assignment and teacher provides feedback. |
| <b>Evaluation/Closure/Wrap-up:</b> Assess learners' attainment of the objectives (the Competencies listed) with evaluative activities that will determine if your students can perform them. Some options to consider are: oral, aural, written, applied performance assessments, check list, a quiz, a report-back session, or fill in the blanks on a cloze activity. |   |  |   |

ESOL Level: \_\_\_\_\_ Instructor: \_\_\_\_\_ Date: \_\_\_\_\_

Life & Work Competency Subject Area: \_\_\_\_\_

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|---|---|---|---|
| <b>Life &amp; Work Competency</b>   | # _____<br># _____<br># _____   |   |   |
| <b>CCR Anchor Standard</b>  | # _____<br># _____<br># _____   |   |   |
| <b>ELP Anchor Standard</b>  | # _____<br># _____<br># _____   |   |   |
| <b>Language Skill Area(s)</b>   | <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking & Listening <input type="checkbox"/> Language |   |   |
| <b>Vocabulary in Context:</b>   |   |   |   |
| <b>Listening Item Types</b><br><input type="checkbox"/> 1. Photo Prompts<br><input type="checkbox"/> 2. Comprehension Question<br><input type="checkbox"/> 3. Predict Next Line of Dialogue<br><input type="checkbox"/> 4. Identify True Statements Based on Prompt |   | <b>Reading Task Areas</b><br><input type="checkbox"/> 1. Forms<br><input type="checkbox"/> 2. Tables/Chart/Graph/Map<br><input type="checkbox"/> 3. Articles/Paragraph/Directions/Pictures<br><input type="checkbox"/> 4. Sign/Label/Ad/Tag<br><input type="checkbox"/> 5. Measurement Scales/Diagram |   |
| <b>Materials &amp; Equipment:</b>   |   |   |   |
| <b>PLAN OF INSTRUCTION</b>  |   |   |   |
| <b>Introduction/Warm-Up:</b>  |   |   |   |
| <b>Teacher-Led:</b><br>I Do   | <b>Guided Practice:</b><br>We Do  | <b>Communicative Practice:</b><br>You Do Together   | <b>Independent Practice: You Do Independently</b> |
| <b>Evaluation/Closure/Wrap-up:</b>  |   |   |   |