



## The New 2019 FDOE Adult ESOL Curriculum Framework Webinar Part 2

May 8, 2019

### Developers

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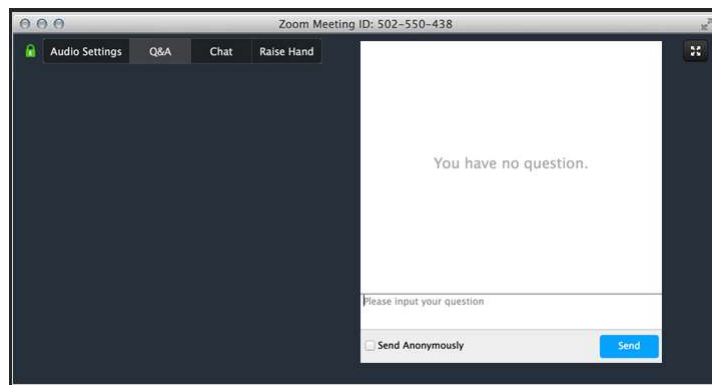
Christine Briggs  
Roxana Hurtado

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- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

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### Main Facilitator



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### Guest Facilitators:

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## Agenda

- I. Review of Objectives**
- II. Objective 2**
  - A. Gradual Release Model**
  - B. Connecting Competencies and Standards**
- III. Objective 3**
  - I. Sample Lesson Plan**
  - II. Lesson Plan Activity**

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## Objectives:

- 1. Identify Correspondences between the Three Components of the Adult ESOL Framework: CCRS, ELPS, and Life & Work Competencies**
- 2. Integrate the Three Components of the ESOL Framework in Lesson Planning**
- 3. Create a Lesson Plan using the ESOL Framework**



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## Objective 2

### Integrate the Three Components of the Adult ESOL Framework in Lesson Planning

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### CCR and ELP Standards for Levels 1-6

READING	CCR AND ELP STANDARDS FOR LEVELS 1-6				READING
Reading CCR Anchor Standard 1	Reading CCR 1 Level A ESOL Levels 1 – 2 – 3	Reading CCR 1 Level B ESOL Level 4	Reading CCR 1 Level C ESOL Level 5	Reading CCR 1 Level D ESOL Level 6	
<b>Reading CCR Anchor 1</b> 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 who, what, where, when, why, and how 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. 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. Application: Cite specific textual evidence to support analysis of primary and secondary sources. Application: Cite specific textual evidence to support analysis of science and technical texts.	
<b>Locate this page of the ESOL Framework in your Handbook</b>					
meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	proficiency level 1, an ELL can use a very limited set of strategies to: • identify a few key words and phrases in oral communications and simple spoken and written texts.	proficiency level 2, an ELL can use an emerging set of strategies to: • identify the main topic in oral presentations and simple spoken and written texts • retell a few key details.	proficiency level 3, an ELL can use a developing set of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • retell key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text.	proficiency level 4, an ELL can use an increasing range of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts • analyze the development of the themes/ideas • cite specific details and evidence from texts to support the analysis • summarize a text.	
<b>ELP ANCHOR STANDARD 9</b>	<b>ELP Level 1</b> ESOL Levels 1 – 2 – 3	<b>ELP Level 2</b> ESOL Level 4	<b>ELP Level 3</b> ESOL Level 5	<b>ELP Level 4</b> 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, • communicate basic information about an event or topic	By the end of English language proficiency level 2, an ELL can... with support, • recount a short sequence of events in order	By the end of English language proficiency level 3, an ELL can... with support, • recount a sequence of events, with a beginning, middle, and end	By the end of English language proficiency level 4, an ELL can... • recount a longer, more detailed sequence of events or steps in a process, with a clear	

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## Gradual Release Model


I Do	We Do	You Do Together	You Do 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

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PAGE 2 CORE ALL

11/20-11/28/13

**1/12/18 – 1/18/18**

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## Connecting Competencies and Standards

Sample Competency + Standards Based on Ad in Previous Slide  
for ESOL Levels 1-3

1. **Select a Competency for the Lesson**  
**Consumer Economics #4.4:** *Interpret advertisements, labels, charts, and price tags in selecting goods and services*
2. **Select a CCR Standard to support instruction of the Competency**  
**CCR Standard Reading #4, Level A**  
*Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.*
3. **Select ELP Standards that correspond to the CCR Standard**  
**ELP Standards 8 and 9**  
**8.** *Determine the meaning of words and phrases in oral presentations and literary and informational text.*  
**9.** *Create clear and coherent level-appropriate speech and text.*

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## Practice Questions



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## Connecting Competencies and Standards

Sample Competency + Standards Based on Signs in Previous Slide  
for ESOL Level 4

1. **Select a Competency for the Lesson**  
**Community Resources #3.2** *Identify/interpret signs related to public transportation*
2. **Select CCR Standards to support instruction of the Competency**  
**CCR Standard Reading #1**  
*Ask and answer such questions as who, what, where, when, why and how to demonstrate understanding of key details in a text.*
3. **Select ELP Standards that correspond to the CCR Standard**  
**ELP Standards 1 and 9**
  1. *Construct meaning from oral presentations, literary and informational text through level-appropriate listening, reading, and viewing.*
  9. *Create clear and coherent level-appropriate speech and text.*

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## Objective 3


Create a Lesson Plan using the ESOL  
Framework

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 <b>SAMPLE LESSON PLAN FOR ADULT ESOL</b> <b>TOPIC: Career Goals</b>	
<b>ESOL Level:</b> 4 <b>Instructor:</b> _____ <b>Date:</b> _____ <b>Subject Area:</b> Employment	
Life & Work Comps.	
CCRS Anchor Stds.	
ELPS Anchor Stds.	
<b>Skill Area</b>	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking & Listening <input type="checkbox"/> Language
<b>Vocabulary in Context:</b> I, my, mine, student, career, High School Diploma, State College, Career and Technical School, earn, more than, the most, less than, the least. <b>Academic Words:</b> Trend, Research, Analyze	
<b>LISTENING ITEM TYPES</b> <input type="checkbox"/> 1. Photo Prompts <input checked="" type="checkbox"/> 2. Comprehension Question <input type="checkbox"/> 3. Predict Next Line of Dialogue <input type="checkbox"/> 4. Identify True Statements Based on Prompt	<b>READING TASK AREAS</b> <input type="checkbox"/> 1. Forms <input checked="" type="checkbox"/> 2. Tables/Chart/Graph/Map <input checked="" type="checkbox"/> 3. Articles/Paragraph/Directions/Pictures <input type="checkbox"/> 4. Sign/Label/Ad/Tag <input type="checkbox"/> 5. Measurement Scales/Diagram
<b>Materials &amp; Equipment:</b> Career Handout, paragraph frames, iPads, phones, or laptops, internet, mynextmove.org	
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 <b>SAMPLE LESSON PLAN FOR ADULT ESOL</b> <b>TOPIC: Career Goals</b>	
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SAMPLE LESSON PLAN FOR ADULT ESOL	
TOPIC: Career Goals	
ESOL Level: 4	Instructor: _____ Date: _____ Subject Area: Employment
Life & Work Comps.	2.5 Identify common occupations and the skills and education required for them. 2.9 Identify job training needs and set learning goals. 9.4 Make comparisons 9.13 Interpret visual representations
CCRS Anchor Stds.	
ELPS Anchor Stds.	
Skill Area	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking & Listening <input type="checkbox"/> Language
<b>Vocabulary in Context:</b> I, my, mine, student, career, High School Diploma, State College, Career and Technical School, earn, more than, the most, less than, the least. <b>Academic Words:</b> Trend, Research, Analyze	
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<b>Materials &amp; Equipment:</b> Career Handout, paragraph frames, iPads, phones, or laptops, internet, mynextmove.org	


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SAMPLE LESSON PLAN FOR ADULT ESOL	
TOPIC: Career Goals	
ESOL Level: 4	Instructor: _____ Date: _____ Subject Area: Employment
Life & Work Comps.	2.5 Identify common occupations and the skills and education required for them. 2.9 Identify job training needs and set learning goals. 9.4 Make comparisons 9.13 Interpret visual representations
CCRS Anchor Stds.	1. Ask w/h questions to demonstrate understanding of key details in a text. 4. Determine meaning of academic and domain-specific words. 7. Use information gained from illustrations.
ELPS Anchor Stds.	
Skill Area	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking & Listening <input type="checkbox"/> Language
<b>Vocabulary in Context:</b> I, my, mine, student, career, High School Diploma, State College, Career and Technical School, earn, more than, the most, less than, the least. <b>Academic Words:</b> Trend, Research, Analyze	
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 <b>FLORIDA DEPARTMENT OF</b> <b>PLAN OF INSTRUCTION</b>			
<b>Warm-up/Introduction:</b> 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?"			
<b>Teacher-led – I Do</b> Ask students what they see in Handout P. 1. After Ss respond explain different career paths, some require college, some technical school. 1. Teach vocabulary words. 2. Ask students to circle what they currently do and what they would like to do in the future. 3. Point to handout P. 2. Ask students to look at the words after the blank spaces. 4. Ask students to circle nouns, underline verbs. 5. Ask students to complete 1 <sup>st</sup> paragraph. 6. Go to mynextmove.org. Have students read title "What do you do for a living?"	<b>Guided Practice- We Do</b> 1. Show students how to use mynextmove.org 2. Point out different careers in the clusters 3. Find your own career. Explain the education needed, skills, abilities and salary. 4. Ask students what else they see.	<b>Communicative Practice -You Do Together</b> 1. Have students turn and talk to ask what do you want to do for a living? 2. Have students create a conversation from the paragraph frame and role play to peers. 3. Have peers formulate and ask WH questions. 4. Listen for the correct use of "According to ..." in citing sources.	<b>Independent Practice - You Do Independently</b> 1. Students will visit mynextmove.org 2. Students will research the career chosen during I DO. 3. Have students complete the 2 <sup>nd</sup> and 3 <sup>rd</sup> paragraphs with the new information.
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<b>SAMPLE LESSON PLAN FOR ADULT ESOL</b> <b>TOPIC: Career Goals</b>	
ESOL Level: <b>4</b>	Instructor: _____ Date: _____ Subject Area: <b>Employment</b>
<b>Life &amp; Work Comps.</b> 2.5 Identify common occupations and the skills and education required for them. 2.9 Identify job training needs and set learning goals. 9.4 Make comparisons 9.13 Interpret visual representations	
<b>CCRS Anchor Stds.</b> 1. B Ask w/h questions to demonstrate understanding of key details in a text. 4. B Determine meaning of academic and domain-specific words. 7. B Use information gained from illustrations.	
<b>ELPS Anchor Stds.</b> 1. Construct meaning from informational text through level-appropriate listening, reading, and viewing. 3. Construct level-appropriate oral and written claims and support them with reasoning and evidence. 5. Conduct research and evaluate and communicate findings to answer questions or solve problems. 8. Determine meaning of words & phrases in informational text. 9. Create clear and coherent level-appropriate speech and text.	
<b>Skill Area</b> <input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking & Listening <input type="checkbox"/> Language	
<b>Vocabulary in Context:</b> I, my, mine, student, career, High School Diploma, State College, Career and Technical School, earn, more than, the most, less than, the least. <b>Academic Words:</b> Trend, Research, Analyze	
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## Evaluation/Closure/Wrap-up: Evidence-based Questions

**Ask students to find the answers in the text to these questions:**

- ☐ *Who earns more?*
- ☐ *Which career earns most?*
- ☐ *Which career requires a High School Diploma?*
- ☐ *How many years of school do you need?*
- ☐ *Which career requires a Bachelor's Degree?*
- ☐ *How many years of college do you need?*
- ☐ *Which career requires a Master's Degree?*
- ☐ *How many years of college do you need?*
- ☐ *What is the trend or outlook for the career choice?*

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### Guided Practice We Do

1. Show students how to use [mynextmove.org](http://mynextmove.org).
2. Point out different careers in the clusters
3. Find your own career. Explain the education needed, skills, abilities and salary.
4. Ask students what else they see.
5. Using technology and working in pairs, have students go to the first page of [mynextmove.org](http://mynextmove.org) and read the title.

### Competencies

- 2.5** Identify common occupations, skills, education required
- 2.9** Identify job training needs and set learning goals.
- 9.4** Make comparisons
- 9.13** Interpret visual representations

### CCR Reading Standards


- 1.B.** Ask w/h questions to demonstrate understanding of key details in a text
- 4.B.** Determine meaning of academic and domain-specific words
- 7.B.** Use information gained from illustrations

### ELP Standards

- 1.** Construct meaning from .....informational text through level-appropriate listening, reading, and viewing
- 3.** Construct level-appropriate oral and written claims and support them with reasoning and evidence
- 5.** Conduct research and evaluate and communicate findings to answer questions or solve problems
- 8.** Determine meaning of words and phrases in informational text.
- 9.** Create clear and coherent level-appropriate speech and text


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<p style="text-align: center;"><b>Communicative Practice You Do Together</b></p> <ol style="list-style-type: none"> <li>1. Have students turn and ask "What do you want to do for a living?"</li> <li>2. Have students create a conversation or use the paragraph frame to role play with peers.</li> <li>3. Have peers formulate and ask w/h questions.</li> <li>4. Listen for the correct use of "According to ..." in citing sources.</li> </ol>	<p><b><u>Competencies</u></b></p> <p><b>2.5</b> Identify common occupations, skills, education required  <b>2.9</b> Identify job training needs and set learning goals  <b>9.4</b> Make comparisons  <b>9.13</b> Interpret visual representations</p> <hr/> <p><b><u>CCR Reading Standards</u></b></p> <p><b>1.</b> Ask w/h questions to demonstrate understanding of key details in a text  <b>4.</b> Determine meaning of academic and domain-specific words  <b>7.</b> Use information gained from illustrations</p> <hr/> <p><b><u>ELP Standards</u></b></p> <p><b>1.</b> Construct meaning from .....informational text through level-appropriate listening, reading, and viewing  <b>3.</b> Construct level-appropriate oral and written claims and support them with reasoning and evidence  <b>5.</b> Conduct research and evaluate and communicate findings to answer questions or solve problems  <b>8.</b> Determine meaning of words and phrases in informational text  <b>9.</b> Create clear and coherent level-appropriate speech and text</p>
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<p style="text-align: center;"><b>Guided 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 2nd and 3rd paragraphs with the new information.</li> </ol>	<p><b><u>Competencies</u></b></p> <p><b>2.5</b> Identify common occupations, skills, education required  <b>2.9</b> Identify job training needs and set learning goals  <b>9.4</b> Make comparisons  <b>9.13</b> Interpret visual representations</p> <hr/> <p><b><u>CCR Reading Standards</u></b></p> <p><b>1.</b> Ask w/h questions to demonstrate understanding of key details in a text  <b>4.</b> Determine meaning of academic and domain-specific words  <b>7.</b> Use information gained from illustrations</p> <hr/> <p><b><u>ELP Standards</u></b></p> <p><b>1.</b> Construct meaning from ... informational text through level-appropriate listening, reading, and viewing  <b>3.</b> Construct level-appropriate oral and written claims and support them with reasoning and evidence  <b>5.</b> Conduct research and evaluate and communicate findings to answer questions or solve problems  <b>8.</b> Determine meaning of words &amp; phrases in informational text  <b>9.</b> Create clear and coherent level-appropriate speech and text</p>
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<p><b>Evaluation/Closure/ Wrap up</b></p> <p><i>Who earns more?</i></p> <p><i>Which career earns most?</i></p> <ul style="list-style-type: none"> <li>• <i>Which career requires a High School Diploma?</i></li> <li>• <i>How many years of school do you need?</i></li> <li>• <i>Which career earns a Bachelor's Degree?</i></li> <li>• <i>How many years of college do you need?</i></li> <li>• <i>Which career earns a Master's Degree?</i></li> <li>• <i>How many years of college do you need?</i></li> <li>• <i>What is the trend or outlook for the career choice?</i></li> </ul>	<p><b>Competencies</b></p> <p><b>2.5</b> Identify common occupations ... skills and education required.</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> <hr/> <p><b>CCR Reading Standards</b></p> <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> <hr/> <p><b>ELP Standards</b></p> <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 and phrases in informational text.</p> <p><b>9.</b> Create clear and coherent level-appropriate speech and text.</p>
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## Create a Lesson Plan Using the ESOL Framework


To facilitate this activity, you will already be provided with an informational material. All responses to the items below must be done using the Q&A Tab.

- Select a competency within the Community subject area you wish to use for preparing a lesson
- Locate at least 1 CCR Standard and 1 ELP Standard that would support instruction of the competency.
- Select the language skill area(s)
- Select the listening item type(s) and/or reading task area(s)
- Come up with an introductory activity, gradual release activity and evaluation activity.

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SAMPLE LESSON PLAN FOR ADULT ESOL	
TOPIC: Career Goals	
ESOL Level:	Instructor: _____ Date: _____ Subject Area: <b>Community</b>
Life & Work Comps.	
CCRS Anchor Stds.	
ELPS Anchor Stds.	
Skill Area	<input type="checkbox"/> Reading <input type="checkbox"/> Writing <input type="checkbox"/> Speaking & Listening <input type="checkbox"/> Language
Vocabulary in Context:	
<b>LISTENING ITEM TYPES</b> <input type="checkbox"/> 1. Photo Prompts <input type="checkbox"/> 2. Comprehension Question <input type="checkbox"/> 3. Predict Next Line of Dialogue <input type="checkbox"/> 4. Identify True Statements Based on Prompt	<b>READING TASK AREAS</b> <input type="checkbox"/> 1. Forms <input type="checkbox"/> 2. Tables/Chart/Graph/Map <input type="checkbox"/> 3. Articles/Paragraph/Directions/Pictures <input type="checkbox"/> 4. Sign/Label/Ad/Tag <input type="checkbox"/> 5. Measurement Scales/Diagram
Materials & Equipment:	

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PLAN OF INSTRUCTION			
<b>Warm-up/Introduction:</b>			
<b>Teacher-led – I Do</b>	<b>Guided Practice- We Do</b>	<b>Communicative Practice -You Do Together</b>	<b>Independent Practice - You Do Independently</b>
<b>Evaluation/Closure/Wrap-up:</b>			

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## IPDAE Resources


English for Speakers of Other Languages (ESOL) Toolkit

- Introduction
  - [The Wonderful World of the Internet for ESOL Instruction](#)
- Integrated Education
- Math
- Reading
- Research and Guides
- Speaking and Listening
- Writing
- Complete Toolkit




**CCRS ELA -  
Module 1**

E-Learning




**CCRS ELA -  
Module 2**

E-Learning




**CCRS ELA -  
Module 3**

E-Learning




**CCRS Math -  
Module 1**

E-Learning



**FDOE Policies on  
CASAS for Florid...**

E-Learning



**FDOE Policies on  
TABE Assessme...**

E-Learning

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