



The English Language Proficiency Standards for Adult Education

Unpacking the ELP Standards

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June 2017

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Note by Author: One way to understand education standards is to "unpack" them.

- This document shows three components of the ELP Standards, the ***Content***, the ***Skills***, and the ***Language Skill Areas***.
- This is one interpretation of the ELP Standards.
- You may have a different interpretation.

Unpacking standards consists of finding the various parts of a standard. A good standard will have the following parts:

- **CONCEPT** the standard expects students to learn about, to know, or to understand.
- **SKILL** or activity that the standard expects students to perform, to do or to show.
- **LANGUAGE SKILL AREA** that the standard focuses on.

| Concepts | Skills | Language Skill Area |
|--|---|-----------------------|
| <ul style="list-style-type: none"> • Find the nouns in the standard • What does the standard expect students to learn about, know or understand? | <ul style="list-style-type: none"> • Find the verbs in the standard • What does the standard expect students to do or show? | Receptive |
| | | Productive |
| | | Interactive |
| | | Linguistic Structures |

1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

| Concepts (Learn/Know) | Skills (Do) | Language Skill Area |
|---|---|----------------------------|
| Meaning from: <ul style="list-style-type: none"> • Oral presentations • Literary texts • Informational Texts | <ul style="list-style-type: none"> • Construct meaning • Listen • Read • View | *Receptive |
| | | Productive |
| | | Interactive |
| | | Linguistic Structures |

2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.

| Concepts (Learn/Know) | Skills (Do) | Language Skill Area |
|--|--|-----------------------|
| <ul style="list-style-type: none"> • Information • Ideas • Analyses | <ul style="list-style-type: none"> • Participate in oral/written exchanges • Respond to comments and questions • Speak • Write | Receptive |
| | | Productive |
| | | *Interactive |
| | | Linguistic Structures |

3. Speak and write about level-appropriate complex literary and informational texts and topics.

| <p style="text-align: center;">Concepts (Learn/Know)</p> | <p style="text-align: center;">Skills (Do)</p> | <p style="text-align: center;">Language Skill Area</p> |
|---|--|---|
| <ul style="list-style-type: none"> • Literary texts • Informational texts • Level-appropriate and complex topics | <ul style="list-style-type: none"> • Speak • Write | <p style="text-align: center;">Receptive</p> |
| | | <p style="text-align: center;">*Productive</p> |
| | | <p style="text-align: center;">Interactive</p> |
| | | <p style="text-align: center;">Linguistic Structures</p> |

4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.

| <p>Concepts (Learn/Know)</p> | <p>Skills (Do)</p> | <p>Language Skill Area</p> |
|--|--|---------------------------------------|
| <ul style="list-style-type: none"> • Oral and written claims that are level appropriate • Reasoning and evidence | <ul style="list-style-type: none"> • Construct claims • Support claims • Speak • Write | <p>Receptive</p> |
| | | <p>*Productive</p> |
| | | <p>Interactive</p> |
| | | <p>Linguistic Structures</p> |

5. Conduct research and evaluate and communicate findings to answer questions or solve problems.

| Concepts (Learn/Know) | Skills (Do) | Language Skill Area |
|--|--|-----------------------|
| <ul style="list-style-type: none"> • Research • Findings | <ul style="list-style-type: none"> • Conduct research • Answer questions • Solve problems • Read • Speak • Write | Receptive |
| | | Productive |
| | | *Interactive |
| | | Linguistic Structures |

6. Analyze and critique the arguments of others orally and in writing.

| Concepts (Learn/Know) | Skills (Do) | Language Skill Area |
|---|---|------------------------|
| <ul style="list-style-type: none"> • Oral arguments • Written arguments | <ul style="list-style-type: none"> • Analyze • Critique • Speak • Write | Receptive |
| | | Productive |
| | | *Interactive |
| | | Linguistic Structures |

7. Adapt language choices to purpose, task, and audience when speaking and writing.

| Concepts (Learn/Know) | Skills (Do) | Language Skill Area |
|---|--|----------------------------|
| <ul style="list-style-type: none"> • Language choices • Purpose/Task/Audience | <ul style="list-style-type: none"> • Adapt language choices • Speak • Write | Receptive |
| | | *Productive |
| | | Interactive |
| | | Linguistic Structures |

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8. Determine the meaning of words and phrases in oral presentations and literary and informational text.

| <p align="center">Concepts (Learn/Know)</p> | <p align="center">Skills (Do)</p> | <p align="center">Language Skill Area</p> |
|---|---|--|
| <ul style="list-style-type: none"> • Meaning • Presentations • Literary Text • Informational text | <ul style="list-style-type: none"> • Determine meaning | <p>*Receptive</p> |
| | | <p>Productive</p> |
| | | <p>Interactive</p> |
| | | <p>Linguistic Structures</p> |

9. Create clear and coherent level-appropriate speech and text.

| Concepts (Learn/Know) | Skills (Do) | Language Skill Area |
|---|--|-------------------------------|
| <ul style="list-style-type: none"> • Clear, coherent speech and text | <ul style="list-style-type: none"> • Create level-appropriate speech and text • Speak • Write | Receptive |
| | | Productive |
| | | Interactive |
| | | *Linguistic Structures |

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10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. Speak and write about level-appropriate complex literary and informational texts and topics.

| Concepts (Learn/Know) | Skills (Do) | Language Skill Area |
|--|---|-------------------------------|
| <ul style="list-style-type: none"> • Conventions of standard English • Complex literary and informational texts and topics | <ul style="list-style-type: none"> • Demonstrate command of conventions of standard English • Communicate in level-appropriate speech and writing | Receptive |
| | | Productive |
| | | Interactive |
| | | *Linguistic Structures |

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