Arizona Adult Education English Language Proficiency Standards

Adapted from the English Language Proficiency Standards for Adult Education (2016), published by the American Institutes for Research

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Arizona Adult Education English Language Proficiency (ELP) Standards

With Correspondences to College and Career Readiness Standards for English Language Arts, Arizona Adult Education Standards for English Language Arts, and Mathematical Practices

September 2022

Adapted from the English Language Proficiency Standards for Adult Education (2016), published by the American Institutes for Research

Acknowledgements

The success of the project and the completion of these standards would not have been possible without the help and contributions of many individuals—including state adult education instructors and subject matter experts. The following consultants shared their time and expertise with the task force and project directors in the areas of standards development, adult learning, and English language acquisition. They provided valuable research materials, suggestions, recommendations, and guidance to the task force and the state project coordinators.

Introduction

Dear Colleagues,

The Arizona Department of Education - Adult Education Services (ADE - AES) has been developing and implementing adult education standards for many years. The *English Language Acquisition Standards for Adults* (ELAA) that are currently in use were developed in 2007 by teams of Arizona adult educators, content experts, and State staff. The revision of the *Arizona Adult Education English Language Proficiency Standards* (ELPS), and the standards within this document, were specifically designed to provide an integration of content standards with standards for language acquisition.

Additionally, Title II: Workforce Innovation and Opportunity Act states, "…*agencies who receive Federal adult education funds must align content standards for adult education with State-adopted challenging academic content standards…*" Furthermore, "…*they must identify curriculum frameworks and align rigorous content standards that specify what adult learners should know and be able to do in the areas of: reading and English Language Arts, mathematics, and English Language Acquisition.*"

The Arizona Adult Education English Language Proficiency Standards revision process has taken place over the last two and half years. This process initially began in February 2020, one-month before the COVID 19 pandemic changed the world. As a result, the work of the task force had to be done virtually instead of the planned face-to-face meetings, which extended this project. The standards revision process was led by the State office, in collaboration with selected adult educators and subject matter experts. A task force was created and was responsible for reviewing current research on language acquisition, adult learning, and other language acquisition standards. The ELP standards and multiple drafts of this document were developed, reviewed, and edited throughout the process.

The Arizona Adult Education ELPS are essential to ensuring that adult English language learners (ELLs) receive the focused and effective instruction they need to access the states' academic content standards. The ELPS emphasize the academic language needed by ELLs to engage with and meet our Arizona Adult Education content standards. When the language demands inherent in state-adopted academic content standards are understood, more effective instruction can be delivered to adult ELLs. These standards are to be used to select curricular resources that tightly align to the new standards, and to develop effective units and lessons that promote rigorous instruction for adult ELLs. The Arizona Adult Education ELPS will provide the framework for adult educators to help ELLs acquire the language knowledge and skills necessary to achieve their postsecondary and career goals.

Thank you for all you do for Arizona's adult education students!

Sincerely,
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Tips for Navigating the Electronic Document

The standards documents were designed to be used electronically; this is the most efficient use of the document. Please see the points below for more information. For users who prefer hard copies, it might be helpful to print specific sections of the standards that would be referred to frequently, such as the standards charts. The document is set up in landscape and fits 8½" x 11" paper.

- Hyperlinks
  - Use the hyperlinks embedded throughout the document to easily navigate to different sections.
    - If you are not seeing hyperlinks, follow the steps below in Word to correct this
      - **File** menu → **Options** → **Advanced**
      - Uncheck the box that says Use **CTRL** + **Click to select hyperlinks**
      - Click **OK**
  - Each section in the Table of Contents contains a link to that section of the document.
  - Other links to
    - Supporting documents, such as the Glossary or Appendices
    - outside resources
- To return to your original location after navigation
  - Press **Alt** + ←
  - This process may be repeated if several navigations have occurred.
- Search for a specific term
  - Press **Ctrl** + **F**
  - Enter a word or phrase in the window
  - Click **Enter**

Purpose, Background and Process for Development

Purpose of the Standards

The purpose of the *Arizona Adult Education English Language Proficiency Standards* is to assist adult educators to better meet the needs of students by providing a framework of what students need to know and be able to do in order to progress through the levels. Skill barriers, such as in literacy, problem-solving, technology, or workplace employability, often prevent students from reaching their long-term education and career goals. It is essential that adult educators provide students with the opportunity to acquire these skills. The standards are intended to define the knowledge, understanding, and skills needed for adult students to become proficient in speaking, listening, reading, and writing in the English language to be ready to succeed in post-secondary education and training, without the need for remediation, as well as in the workplace and civic participation.

Background

Based upon requirements in Title II: Workforce Innovation and Opportunity Act (WIOA), Arizona is required to adopt content standards for adult education that align with high-quality, state-adopted content standards for grades K-12.

Process for Developing the Standards

In December 2019, the Arizona Department of Education - Adult Education Services opened the standards revision application process to all practicing adult educators and subject matter experts in the state. Applications were vetted and applicants were selected, based on their experience and skill sets, to serve on the Arizona English Language Standards Task Force.

The Task Force reviewed and discussed research on language acquisition, additional sets of English language standards (see References), and recommendations from subject matter and standards experts. Ultimately, the task force made the decision to use the research and evidence-based *AZ K–12 ELL Standards* and the *OCTAE/AIR English Proficiency Standards for Adult Education* as the framework for the *AZ Adult Education English Language Proficiency Standards*.

The task force added an important set of pre-literacy skills to the standards. The Foundational Skills were developed to address the needs of the lowest level of language learners. These skill areas focus on the pre-emergent, emergent, and early literacy skills that are 'foundational' for students to learn to become proficient language learners.

In revising the Arizona adult education language proficiency standards, the task force was compelled to retain the character of world-class standards (not minimal competencies) customized for adult learners. The revised standards reflect sensible criteria and have been intentionally designed to be useful, intelligible, rigorous, and measurable. The standards focus on academic language and

language supports for students to build proficiency in the four domains of reading/writing and speaking/listening that is manageable given the time constraints of adult students. These standards, refined through successive drafts and numerous rounds of feedback, build upon the best elements of standards-related work to date. These standards are intended to be living documents; as new research is validated; they will be revised accordingly.

Figure 1: Standards Revision Process
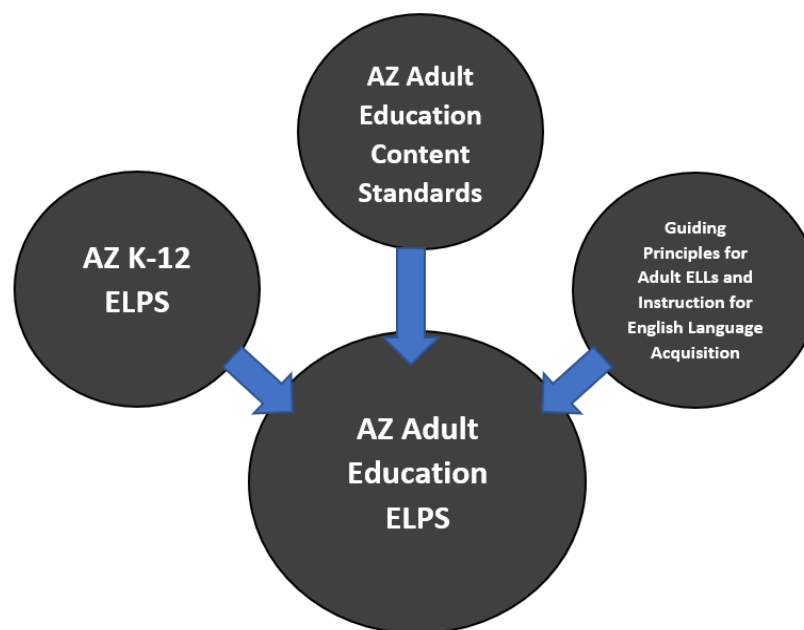
What the Standards Are

Standards are adopted at the state level and guide what students need to know, understand, and be able to do. They define the knowledge and skills in each content area and across domains through a range of cognitive demand levels.

- The Standards are
    - focused on a coherent progression from ELL Level 1 - ELL Level 5.
    - research- and evidence-based.
    - rigorous, requiring application of knowledge and demands of higher-level thinking.
    - consistent with post-secondary education and workplace expectations.
    - aligned to the Arizona K-12 English Language Proficiency Standards (ELPS) as required by WIOA.

What the Standards Are Not

Like all sets of standards, standards are not meant to be curriculum. Curriculum is adopted at the local program level and the standards should be used as a guide for selecting and/or developing a curriculum.

The Arizona Department of Education defines curriculum as:

- the sequence of key concepts, skills, strategies, processes, and assessments that align and support student learning of the standards.
- resources used for teaching and learning the standards.

Standards are not instruction. Standards do not dictate the practices used to effectively teach adult learners (andragogy). Instead, instructors should identify the appropriate method(s) and sequence of instruction at each Educational Functioning Level (EFL) using the standards as the guide for what will be taught at students' appropriate instructional levels.

The Arizona Department of Education defines instruction as:

- the methods or methodologies used by teachers to teach their students.
- the techniques or strategies that teachers use in response to the needs of their students.

Standards Implementation

Standards are not designed to be taught in isolation, nor are the *AZ Adult Education English Language Proficiency Standards* designed to be taught sequentially. Learning is about using prior knowledge and applying that knowledge in new situations. For this

reason, standard progressions are important to understand in order to guide students as they progress from one level to another and to help students understand where they are heading.

It should be noted that no set of level-specific standards can fully reflect the wide range of abilities, learning goals, learning rates, or achievement levels of students in any given classroom. The Arizona Adult Education ELPS do not define the intervention methods necessary to guide and support students. However, for the standards to be implemented fully, teachers should provide differentiation for students by providing curriculum and instruction at students' appropriate educational levels.

The standards should be implemented so that all students are able to fully participate in their educational programs, including students with disabilities and learning differences. At the same time, all students must have the opportunity to learn and to meet the highest educational functioning levels in the standards to gain access to the knowledge and skills necessary to reach their language acquisition, education, training, and career goals.

Standards-Based Instruction
The *Arizona Adult Education Teacher Standards in English Language Acquisition for Adults* (ELAA) provide the structure for what teachers need to know and be able to do. The teacher standards address standards-based instructional practices, foundational knowledge and skills to effectively teach adult learners, proficiency standards in specific content areas, and professional practices for all adult education teachers. It is imperative that the Arizona teacher standards be used as the foundation to guide teaching and learning at the local program level for Arizona adult educators.
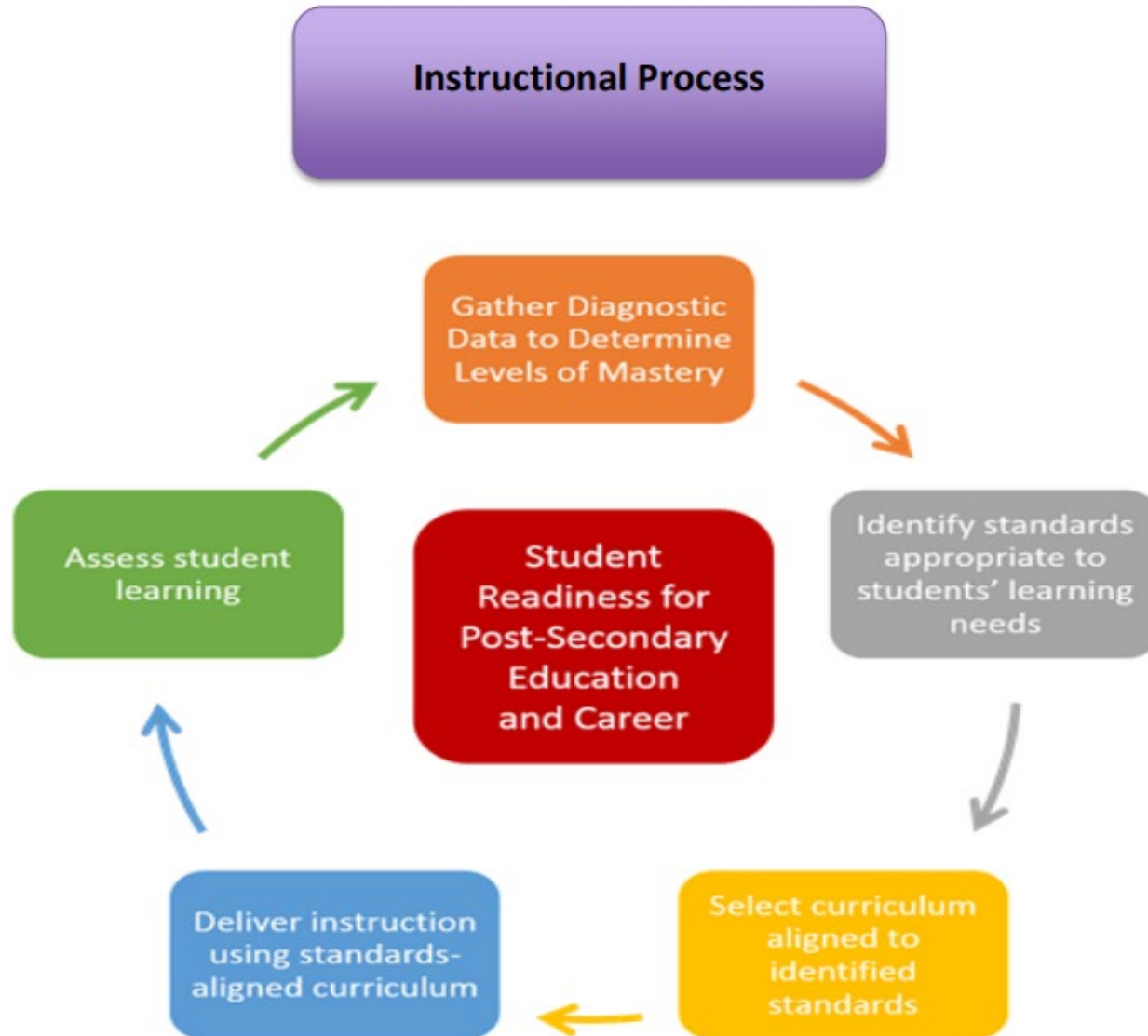
As previously noted, content standards are neither instruction nor curriculum. However, standards must be used to determine the curricular resources, both print and digital, that teachers will use for instruction. In addition, standards guide the scope and sequence of the curriculum to be delivered to students. Diagnostic data is required to determine students' educational levels and their mastery of standards, both upon initial enrollment, as well as throughout their educational programs.

While teachers often use standardized tests to determine student class placement and progress over time, this is not the only student data that teachers should be collecting. In addition, formative assessments (used to make ongoing instructional decisions) such as reading and language diagnostic assessments, and student work, should also be used to determine levels of mastery. Because these can be done easily within the classroom on a frequent basis, these formative assessments provide the instructor with much more information about student learning to plan for meaningful and appropriate instruction.

It should be noted that, while the process begins with collecting initial data to plan for instruction, there should be continual

monitoring and adjusting of this process. It is often necessary to back up or repeat steps throughout the learning cycle process. (See Figure 2)

Figure 2:

Instructional Process

- Gather Diagnostic Data to Determine Levels of Mastery
- Identify standards appropriate to students' learning needs
- Select curriculum aligned to identified standards
- Deliver instruction using standards-aligned curriculum
- Assess student learning

Student Readiness for Post-Secondary Education and Career

Why English Language Standards for Adult Education?

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

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

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

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

Guiding Principles

These guiding principles were intended to ensure that the selected ELP standards will help adult educators like you to recognize both the strengths and needs of adult ELLs. The principles (presented in Table 1) represent foundational understandings about adult ELLs and English language teaching that influenced the selection of the Arizona Adult Education ELPS.

Table 1. Guiding Principles

1. Adult ELLs have the potential to meet challenging, state-adopted academic standards.
2. Adult ELLs represent a diverse population of learners.
3. Adult ELLs' funds of knowledge are a resource for their learning.
4. Social language has an important role in ELLs' English language acquisition process.
5. Three key instructional advances form the basis of state-adopted content standards for English language arts in Adult Education that ELLs must access.
6. Adult ELLs must be able to successfully engage with a wide variety of informational texts.
7. Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.
8. ELLs with disabilities have specific instructional needs.
9. Multimedia technology aligned to the Arizona Adult Education ELPS should be integrated into instruction.
10. Academic language instruction should be incorporated into all content lessons, including mathematics and science.

The guiding principles are not presented in any particular order or hierarchy, and no sequence is implied. You may want to refer to

these guiding principles when discussing the implementation of the Arizona Adult Education ELPS. These principles can also provide guidance on how to create an educational climate that supports the use of the ELP standards in a systematic and authentic way. When a specific standard or section in the Arizona Adult Education ELPS exemplifies a particular guiding principle, the connection is highlighted in the description for that principle.

Guiding Principles - Defined

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

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

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

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

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

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

proficiency in English. The foundations of reading are a critical component of educating adult ELLs who have lower-level literacy skills in their native language(s). The Foundational Reading Skills identified in the *AZ Adult Education English Language Arts Standards* are intended to focus on teaching and learning to build students' literacy skills.

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

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

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

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

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

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

knowledge the Reading Foundation Skills- phonological awareness, phonics and word recognition, and fluency (Pimentel, 2013). With the appropriate scaffolding and support, however, ELLs can meet the demands of instruction framed by these instructional advances.

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

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

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

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

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

Educators working with ELLs must first determine whether a student's struggle is caused by a disability rather than linguistic and cultural differences (Hamayan, Marier, Sánchez-López, & Damico, 2013). Adults with documented disabilities should receive accommodations that permit their full participation in instruction and assessment. This may require more varied types of instructional supports, such as those provided in Appendix B.

9. **Multimedia technology and digital literacy skills aligned to the Arizona Adult Education ELPS should be integrated into instruction.**

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

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

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

In addition to detailing correspondences to the *Arizona Adult Education Standards for English Language Arts*, the Arizona Adult Education ELPS also include correspondences to the *Arizona Adult Education Standards for Mathematics*: *Mathematical Practices*. The practices are "behaviors which developing student practitioners should increasingly use when engaging with the content and growing in content area maturity and expertise" (CCSSO, 2014, p. 31). Use these correspondences to identify the language skills that ELLs will need to develop to meet content standards in mathematics and English Language Arts.

The 10 English Language Proficiency Standards for Adult Education

The Arizona Adult Education ELPS are divided into two groups: Standards 1–7 and Standards 8–10.
- Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for their full engagement in English language arts and literacy, mathematics, and science.
- Standards 8–10 highlight the linguistic skills needed to support Standards 1–7.

For example, ELP Standard 8 (An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text) is necessary 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 Arizona Adult Education ELPS focus on all four domains of language acquisition: listening, speaking, reading, and writing.
- ELP Standards 1 and 8 focus on receptive skills (i.e., listening and reading).
- The focus of ELP Standards 3, 4, and 7 is on productive skills (i.e., speaking and writing).
- ELP Standards 2, 5, and 6 are interactive in that they require collaborative use of both receptive and productive skills.
- ELP Standards 9 and 10 focus on the linguistic structures of English.

The table below lists the 10 Arizona Adult Education ELPS and summarizes their functions.

Organization of the English Language Proficiency Standards for Adult Education and Functions of Standards for the Arizona Adult Education

Arizona Adult Education ELPS An ELL can…	Functions of standards
1. construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. 2. participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.	Standards 1–7 describe the language necessary for ELLs to engage in content-specific practices associated with state adopted academic content standards. They begin with a focus on extraction of meaning and then progress to engagement in these practices.

3. speak and write about level-appropriate complex literary and informational texts and topics. 4. construct level-appropriate oral and written claims and support them with reasoning and evidence. 5. conduct research and evaluate and communicate findings to answer questions or solve problems. 6. analyze and critique the arguments of others orally and in writing. 7. adapt language choices to purpose, task, and audience when speaking and writing.	
8. determine the meaning of words and phrases in oral presentations and literary and informational text. 9. create clear and coherent level-appropriate speech and text. 10. demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.	ELP Standards 8–10 support ELP Standards 1–7. They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.

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

Level 1–5 Descriptors

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

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

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

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

English Language Proficiency Standard 1 and Level 1–5 Descriptors

ELP Standard 1	Level 1	Level 2	Level 3	Level 4	Level 5
ELP Anchor Standard 1: An English Language Learner can… construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.	**By the end of this level, an English Language Learner 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. *(CLAS-E 2.2.2)*	**By the end of this level, an English Language Learner can…** use an emerging set of strategies to: • identify the main topic in oral presentations and simple spoken and written texts. *(CLAS-E 1.3.2.1, 2.2.2)* • retell a few key details. *(CLAS-E 1.3.1.1)*	**By the end of this level, an English Language Learner can…** use a developing set of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts. *(CLAS-E 1.3.2.1)* • retell key details. • answer questions about key details. • explain how the theme is developed by specific details in texts. *(CLAS-E 2.4.1)* • summarize part of a text. *(CLAS-E 1.3.2.2, 2.2.2)*	**By the end of this level, an English Language Learner can…** use an increasing range of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts. *(CLAS-E 2.2.2, 2.4.3)* • analyze the development of the themes/ideas. *(CLAS-E 2.2.2)* • cite specific details and evidence from texts to support the analysis. *(CLAS-E 2.2.2)* • summarize a text. *(CLAS-E 1.3.2.1, 2.2.3)*	**By the end of this level, an English Language Learner can…** use a wide range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts. *(CLAS-E 2.2.2, 2.4.3)* • analyze the development of the themes/ideas. *(CLAS-E 2.2.2)* • cite specific details and evidence from texts to support the analysis. • summarize a text. *(CLAS-E 1.3.2.1)*

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

Individual Standards Correspond to Anchor Standards

The skills in the ELPS are made up of anchor standards with sub standards under each anchor standard for each language level to provide discrete skills that students should master at each level. For example, a class of students at ELL 3, 4, and 5 levels, might all be receiving instruction on the same anchor standard; however, the teacher would be able to provide differentiated instruction for students at each level using leveled curricular resources and assignments.

The ELPS are tagged with the Arizona Adult Education Standards for English Language Arts (ELA) and each ELA standard is tagged with its corresponding College and Career Readiness (CCR) standard.

- **International Society for Technology in Education (ISTE) Standards**
  - These standards that easily integrate digital literacy have been tagged with the appropriate ISTE Standard.
  - Please click HERE to view and/or download the ISTE Standards.
- **TABE Complete Language Assessment System–English (TABE CLAS–E)**
  - These test objectives have been aligned to the standards where appropriate.
  - All four domains are represented.

Progression of the Standards through the Levels

The standards are laid out horizontally from Emergent (Level 1) through Advanced (Level 5). The standards increase in rigor from one level to the next higher level in a vertical progression or vertical alignment. The decision to format the standards in this way was based on the need for facilitating differentiation in multi-level classrooms, as noted above in the discussion on anchor standards. A teacher would use the anchor standard as the basis for instructional and curricular decisions, while using the individual levels to differentiate for the needs of individual learners. In addition, the Arizona Adult Education Standards for English Language Arts are also formatted in the same way for consistency in reading the horizontal progression of the standards.

Foundational ELP Skills

These foundational skills are necessary and important components of an effective and comprehensive language acquisition program. Because adults who lack foundational literacy skills regularly enter adult basic education programs, the ELPS include Foundational Skills in both Oral and Print to address the literacy needs of this special population. These skills are directed toward fostering students' understanding and working knowledge of the following concepts:

- Oral
    - Phonological Awareness
- Print
    - Print Concepts
    - Phonics and Word Recognition (Decoding)
    - Fluency

Explicit instruction in the foundational skills must be provided to adult students using appropriate instructional strategies and curricular resources. Evidence-based reading instruction (EBRI) integrates findings from the best available reading research. Within EBRI, teachers must use diagnostic assessment procedures to gauge the strengths and weaknesses of each adult student and target reading instruction accordingly. Teachers that use EBRI help learners improve their skills in each of the four essential components of reading—alphabetics, vocabulary, fluency, and comprehension—by explaining new concepts, modeling strategies, and providing feedback when learners practice.

Arizona Adult Education Reading Foundational Skills for English Language Learners

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics
No Spoken English Language Proficiency ● Students will need ample opportunity to develop basic vocabulary and attach meaning to words and read short sentences together (i.e., Language Experience Approach). ● Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures). ● Students will need opportunities to develop an awareness of common words in print such as signs, symbols, whole words, and other common environmental print.
Spoken English Proficiency ● Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning. ● Fluency stretches both oral and print skills, weaving the ability to lift print from the page in order to reach an automaticity and read with accuracy, appropriate rate, and prosody.
Essential Oral Skills for Emerging Literacy
Arizona Adult Education Reading Foundational Skills for English Language Learners (AZ K-12 ELPS)
1. **Phonological Awareness** a. Isolate and pronounce initial, medial, and final sounds in single-syllable words or individual syllables. *(CLAS-E 2.2.1)* b. Orally produce the 44 phonemes represented in words. c. Identify short and long vowel sounds. *(CLAS-E 2.2.1)* d. Segment sentences into words. e. Segment spoken, single and multi-syllabic words into syllables. f. Blend spoken phonemes, including r-controlled vowel sounds, digraphs, and diphthongs, to form words. g. Recognize the new spoken word when a specified phoneme is added, changed, or removed. h. Orally produce groups of words that begin with the same initial sound. i. Orally produce new words by manipulating initial, medial, and final sounds in single-syllable words. j. Produce multi-syllabic words with accurate pronunciation and stress. k. Distinguish, select, and produce spoken rhyming words from non-rhyming words.

Arizona Adult Education Pre-Emergent Reading Foundational Skills

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics
Pre-emergent (Pre-literate, Non-literate, Semi-literate) ● Students will need instruction in print concepts before moving on to Decoding and Fluency.
Emergent (Non-alphabet literate, non-Roman alphabet literate) ● Students will be familiar with print concepts and will need instruction in learning the Latin alphabet for English and sentence structure (e.g., subject-verb-object vs. subject-object-verb word order *(CLAS-E 3.3.1)*).
(Early) Literacy (Roman alphabet literate) ● Students will need instruction in applying their knowledge of print concepts, phonics, and word recognition to the English writing system and sentence structure *(CLAS-E 3.3) (*e.g., subject-verb-object vs.subject-object-verb word order *(CLAS-E 3.3.1))*.
Essential Print-based Skills for Emerging Literacy
Arizona Adult Education Reading Foundational Skills for English Language Learners
2. **Print Concepts** a. Demonstrate left to right, top to bottom directionality and return sweep, holding a book right side up, and turning pages in the correct direction. b. Demonstrate the one-to-one correlation between spoken and printed words. c. Identify and distinguish between printed letters (upper and lower case) and words. d. Identify letters, numbers, words, sentences, and their distinguishing features. *(CLAS-E 1.1.1, 2.1.1, 3.1.1)* e. Recognize the features of a paragraph. f. Identify organizational features of a book. g. Alphabetize a series of words. h. Produce letter sounds to decode common CVC words. 3. **Phonics and Word Recognition (Decoding):** a. Decode regularly spelled multi-syllabic words and compound words, including the sounds represented by consonant blends, consonant/vowel digraphs (e.g., th, sh, ck) and diphthongs (e.g., ea, ie, ee) and r-controlled vowels. b. Read a newly created word when a specific letter or grapheme is changed, added, or removed in the initial, medial, or final position. *(CLAS-E 1.2.1)* c. Identify prefixes and suffixes in words. *(CLAS-E 1.2.1)* d. Read high frequency words. e. Read contractions. f. Demonstrate the one-to-one correlation between spoken and printed words. 4. **Fluency**

a. Read with sufficient accuracy and fluency to support comprehension (K-5).
b. Read emergent-reader texts with purpose and understanding.
c. Read grade-level text with purpose and understanding to promote oral and silent reading fluency.
d. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
e. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
f. Use context and other cues to confirm or self-correct word recognition and understanding, rereading as necessary.

The Arizona Adult Education English Language Proficiency Standards

ELP Anchor Standard 1: An English Language Learner can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner 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. *(CLAS-E 2.2.2)*	**By the end of this level, an English Language Learner can…** use an emerging set of strategies to: • identify the main topic in oral presentations and simple spoken and written texts. *(CLAS-E 1.3.2.1, 2.2.2)* • retell a few key details. *(CLAS-E 1.3.1.1)*	**By the end of this level, an English Language Learner can…** use a developing set of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts. *(CLAS-E 1.3.2.1)* • retell key details. • answer questions about key details. • explain how the theme is developed by specific details in texts. *(CLAS-E 2.4.1)* • summarize part of a text. *(CLAS-E 1.3.2.2, 2.2.2)*	**By the end of this level, an English Language Learner can…** use an increasing range of strategies to: • determine a central idea or theme in oral presentations and spoken and written texts. *(CLAS-E 2.2.2, 2.4.3)* • analyze the development of the themes/ideas. *(CLAS-E 2.2.2)* • cite specific details and evidence from texts to support the analysis. *(CLAS-E 2.2.2)* • summarize a text. *(CLAS-E 1.3.2.1, 2.2.3)*	**By the end of this level, an English Language Learner can…** use a wide range of strategies to: • determine central ideas or themes in oral presentations and spoken and written texts. *(CLAS-E 2.2.2, 2.4.3)* • analyze the development of the themes/ideas. *(CLAS-E 2.2.2)* • cite specific details and evidence from texts to support the analysis. • summarize a text. *(CLAS-E 1.3.2.1)*

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

READING:
1: Read closely to determine the meaning of a text and make logical inferences; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (CCR R1, R7)
2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR R2) *(CLAS-E 1.3.2.1)*
3: Analyze how and why individuals, events, and ideas develop and relate to one another over the course of a text. (CCR R3)

SPEAKING/LISTENING:
2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (CCR SL2) *(CLAS-E 2.1, 2.1.1)*

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

Mathematical Practice 1: Make sense of problems and persevere in solving them.

ELP Standard 2 - An English Language Learner 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.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… • actively listen to others. • participate in short conversations and written exchanges about familiar topics and in familiar contexts. *(CLAS-E 2.2.1, 3.4, 3.4.1, 4.2)* • present simple information. • respond to simple yes/no questions and some wh-questions.	**By the end of this level, an English Language Learner can…** • participate in short conversations and written exchanges about familiar topics and texts. *(CLAS-E 3.4, 4.2)* • present information and ideas. • appropriately take turns in interactions with others. • respond to simple questions and wh- questions.	**By the end of this level, an English Language Learner can…** • participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. *(CLAS-E 4.2)* • build on the ideas of others. • express his or her own ideas. • ask and answer relevant questions. • add relevant information and evidence. • restate some of the key ideas expressed. • follow rules for discussion. • ask questions to gain information or clarify understanding.	**By the end of this level, an English Language Learner can…** • participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. *(CLAS-E 4.2)* • build on the ideas of others. • express his or her own ideas. • clearly support points with specific and relevant evidence. • ask and answer questions to clarify ideas and conclusions. *(CLAS-E 4.4.3)* • summarize the key points expressed. *(CLAS-E 1.3.2.2)*	**By the end of this level, an English Language Learner can…** • participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. *(ISTE 3a-b)* *(CLAS-E 4.2)* • build on the ideas of others. • express his or her own ideas clearly and persuasively. • refer to specific and relevant evidence from texts or research to support his or her ideas. • ask and answer questions that probe reasoning and claims. *(CLAS-E 4.4.3)* • summarize the key points and evidence discussed. *(CLAS-E 1.3.2.2)*

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

WRITING:
6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. (CCR W6)

SPEAKING/LISTENING:
1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, expressing ideas clearly and persuasively while also building on others' ideas. (CCR SL1)
2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. (CCR SL2)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

Mathematical Practice 1: Make sense of problems and persevere in solving them.
Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.
Mathematical Practice 6: Attend to precision.

ELP Standard 3 - An English Language Learner can speak and write about level-appropriate complex literary and informational texts and topics. *(CLAS-E 4.2.1, 4.3.5)*

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… with support, • communicate information and feelings about familiar texts, topics, and experiences. *(CLAS-E 3.4, 4.3.5)*	**By the end of this level, an English Language Learner can…** with support, • deliver short oral presentations. • compose simple written narratives or informational texts about familiar texts, topics, experiences, or events. *(CLAS-E 3.4, 3.4.1, 3.4.3)* • integrate graphics or multimedia when useful about a variety of texts, topics, or events. *(CLAS-E 3.4)*	**By the end of this level, an English Language Learner can…** with support, • deliver short oral presentations. • compose written informational texts. • develop the topic with a few details about familiar texts, topics, or events. *(CLAS-E 3.4)* • integrate graphics or multimedia when useful about a variety of texts, topics, or events. *(CLAS-E 3.4)*	**By the end of this level, an English Language Learner can…** • deliver oral presentations. • compose written informational texts. • develop the topic with some relevant details, concepts, examples, and information. • integrate graphics or multimedia when useful about a variety of texts, topics, or events. *(ISTE 6) (CLAS-E 3.4)*	**By the end of this level, an English Language Learner can…** • deliver oral presentations. • compose written informational texts. • fully develop the topic with relevant details, concepts, examples, and information. • integrate graphics or multimedia when useful about a variety of texts, topics, or events *(ISTE 6) (CLAS-E 3.4)*

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

WRITING:
2: Write *informational/explanatory* texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCR W2)
3: Write *narratives* to develop *real or imagined* experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCR W3)
10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences

SPEAKING/LISTENING:
4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. (CCR SL4)
5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation. (CCR SL5)

LANGUAGE:
6: Acquire and accurately use 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 across content areas; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (CCR L6)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

Mathematical Practice 1: Make sense of problems and persevere in solving them.
Mathematical Practice 6: Attend to precision.

ELP Standard 4 - An English Language Learner can construct level-appropriate oral and written claims and support them with reasoning and evidence. *(CLAS-E 1.3.3.2, 3.4.3)*

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… • express an opinion about a familiar topic, experience or event. *(CLAS-E 3.4, 4.2.3)* • give a reason for the opinion.	**By the end of this level, an English Language Learner can…** • construct a claim about familiar topics, experiences, or events. *(CLAS-E 3.4)* • introduce the topic, experience, or event. • give a reason to support the claim. • provide a concluding statement.	**By the end of this level, an English Language Learner can…** • construct a claim about familiar topics. *(CLAS-E 3.4)* • introduce the topic. • provide sufficient reasons or facts to support the claim. *(CLAS-E 1.3.3.1)* • provide a concluding statement.	**By the end of this level, an English Language Learner can…** • construct a claim about a variety of topics. • introduce the topic. • provide logically ordered reasons or facts that effectively support the claim. *(CLAS-E 2.4.2)* • provide a concluding statement. *(CLAS-E 1.3.2.5)*	**By the end of this level, an English Language Learner can…** • construct a substantive claim about a variety of topics. • introduce the claim. • distinguish it from a counterclaim. • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim. • provide a conclusion that summarizes the argument presented. *(CLAS-E 1.3.2.2, 1.3.2.5)*

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

WRITING:
1: Write *arguments* to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCR W1)

SPEAKING/LISTENING:
4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. (CCR SL4)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.
Mathematical Practice 6: Attend to precision.

ELP Standard 5 - An English Learner can conduct research and evaluate and communicate findings to answer questions or solve problems. *(CLAS-E 3.4.3)*

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… with support, • carry out short, inquiry-based projects. • gather information from a few provided print and digital sources. • label collected information, experiences, or events. • recall information from experience or from a provided source. *(ISTE 2c)*	**By the end of this level, an English Language Learner can…** with support, • carry out short individual or shared research projects. • gather information from provided print and digital sources. *(ISTE 2c)* • record information in simple notes. *(CLAS-E 3.4.2)* • summarize data and information. *(CLAS-E 1.3.2.2, 3.1.1, 4.1.1)*	**By the end of this level, an English Language Learner can…** with support, • carry out short research projects to answer a question. • gather information from multiple provided print and digital sources. • paraphrase key information in a short written or oral report. *(CLAS-E 1.3.2.2, 2.2.3)* • include illustrations, diagrams, or other graphics as appropriate. • provide a list of sources. *(ISTE 2c, 3a, 3c, 6c)*	**By the end of this level, an English Language Learner can…** • carry out both short and more sustained research projects to answer a question. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use search terms effectively. • synthesize information from multiple print and digital sources. • integrate information into an organized oral or written report. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately. *(ISTE 2c, 3a-c, 6c)*	**By the end of this level, an English Language Learner can…** • carry out both short and more sustained research projects to answer a question or solve a problem. • gather information from multiple print and digital sources. • evaluate the reliability of each source. • use advanced search terms effectively. • synthesize information from multiple print and digital sources. • analyze and integrate information into clearly organized spoken and written texts. • include illustrations, diagrams, or other graphics as appropriate. • cite sources appropriately *(ISTE 2c, 3a-c, 6c)*

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

WRITING:
7: Conduct research that answers specific questions and demonstrates understanding of the topic under investigation. (CCR W7)
8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. (CCR W8)
9: Draw evidence from literary or informational texts to support analysis, reflection, and research. (CCR W9)

SPEAKING/LISTENING:
4: Present information, findings, and supporting evidence so listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. (CCR SL4)
5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentation. (CCR SL5)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

Mathematical Practice 1: Make sense of problems and persevere in solving them.
Mathematical Practice 6: Attend to precision.

ELP Standard 6 - An English Language Learner can analyze and critique the arguments of others orally and in writing.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… with support, • identify a point an author or a speaker makes. *(CLAS-E 2.4.5)*	**By the end of this level, an English Language Learner can…** with support, • identify the main argument an author or speaker makes. *(CLAS-E 1.3.2.1, 1.3.3.4)* • identify one reason an author or a speaker gives to support the argument.	**By the end of this level, an English Language Learner can…** with support, • explain the reasons an author or a speaker gives to support a claim. *(CLAS-E 1.3.3.1)* • identify one or two reasons an author or a speaker gives to support the main point. *(CLAS-E 1.3.2.1)*	**By the end of this level, an English Language Learner can…** • analyze the reasoning in persuasive spoken and written texts. *(CLAS-E 2.4.1)* • determine whether the evidence is sufficient to support the claim. • cite textual evidence to support the analysis.	**By the end of this level, an English Language Learner can…** • analyze and evaluate the reasoning in persuasive spoken and written texts. • determine whether the evidence is sufficient to support the claim. • cite specific textual evidence to thoroughly support the analysis.

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

READING:
8: Delineate and evaluate arguments and specific claims in a text, including the validity of the reasoning, and the relevance and sufficiency of the evidence. (CCR R8) (CLAS-E 1.3.3.1)

WRITING:
1: Write *arguments* to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCR W1) (CLAS-E 4.2.3)

SPEAKING/LISTENING:
3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. (CCR SL3)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

Mathematical Practice 1: Make sense of problems and persevere in solving them.
Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.

ELP Standard 7 - An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… • show emerging awareness of differences between informal and formal language use. *(CLAS-E 2.3.2)* • recognize the meaning of some words learned through conversations, reading, and being read to.	**By the end of this level, an English Language Learner can…** • show increasing awareness of differences between informal and formal language use. • adapt language choices to task and audience with emerging control in various social and academic contexts. • begin to use some frequently occurring general academic and content-specific words.	**By the end of this level, an English Language Learner can…** • adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts. *(CLAS-E 1.3.3.5, 2.3.1)* • use an increasing number of general academic and content-specific words and expressions in spoken and written texts. • show developing control of style and tone in spoken and written texts. *(CLAS-E 1.3.3.6)*	**By the end of this level, an English Language Learner can…** • adapt language choices and style according to purpose, task, and audience in various social and academic contexts. • use a wider range of complex general academic and content-specific words and phrases. • adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.	**By the end of this level, an English Language Learner can…** • adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. • use a wide variety of complex general academic and content-specific words and phrases. • employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

WRITING:
5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CCR W5)

SPEAKING/LISTENING:
6: Adapt speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate. (CCR SL6)

LANGUAGE:
6: Acquire and accurately use 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 across content areas; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. (CCR L6)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

Mathematical Practice 1: Make sense of problems and persevere in solving them.
Mathematical Practice 6: Attend to precision.

ELP Standard 8 - An English Language Learner (ELL) can determine the meaning of words and phrases in oral presentations and literary and informational text. *(CLAS-E 1.2)*

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… relying heavily on context, questioning, and knowledge of morphology in their native language(s), • 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. *(CLAS-E 1.2.5)*	**By the end of this level, an English Language Learner can…** using context, questioning, and knowledge of morphology in their native language(s), • determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.	**By the end of this level, an English Language Learner can…** using context, questioning, and a developing knowledge of English and their native language(s)' morphology, • 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.	**By the end of this level, an English Language Learner can…** using context, questioning, and an increasing knowledge of English morphology, • 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. *(CLAS-E 2.3.1)*	**By the end of this level, an English Language Learner can…** using context, questioning, and consistent knowledge of English morphology, • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events. *(CLAS-E 2.3.1)*

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

READING:
4: Interpret words and phrases as they are used in a text, including determining denotative, connotative, and figurative meanings; analyze how specific word choices shape meaning or tone. (CCR R4) (CLAS-E 1.3.3.4, 1.3.3.5, 1.3.3.6)

LANGUAGE:
4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials as appropriate. (CCR L4)
5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning. (CCR L5)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

MP 1: Make sense of problems and persevere in solving them.
MP 6: Attend to precision.

ELP Standard 9 - An English Language Learner can create clear and coherent level-appropriate speech and text. *(CLAS-E 3.4.3)*

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… with support, • communicate basic information about an event or topic. *(CLAS-E 4.3.1)* • use a narrow range of vocabulary and syntactically simple sentences.	**By the end of this level, an English Language Learner can…** with support, • recount a short sequence of events in order. *(CLAS-E 1.3.1.2)* • introduce an informational topic. • provide one or two facts about the topic. • use common linking words to connect events and ideas. *(CLAS-E 4.3.4)*.	**By the end of this level, an English Language Learner can…** with support, • recount a sequence of events, with a beginning, middle, and end. *(CLAS-E 4.3.5)* • introduce and develop an informational topic with facts and details. *(CLAS-E 4.3.4)* • use common transitional words and phrases to connect events, ideas, and opinions. *(CLAS-E 3.3.2, 4.2.3)* • provide a conclusion. *(CLAS-E 1.3.2.5)*	**By the end of this level, an English Language Learner can…** • recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. *(CLAS-E 3.3.3, 4.3, 4.3.2)* • introduce and develop an informational topic with facts, details, and evidence. *(CLAS-E 2.4.2)* • use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement.	**By the end of this level, an English Language Learner can…** • recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. *(CLAS-E 3.3.3, 4.3, 4.3.2)* • introduce and effectively develop an informational topic with facts, details, and evidence. • use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas. • provide a concluding section or statement.

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

READING:
2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR R2)
3: Analyze how and why individuals, events, and ideas develop and relate to one another over the course of a text. (CCR R3) (CLAS-E 1.3.2.1, 1.3.2.2)
4: Interpret words and phrases as they are used in a text, including determining denotative, connotative, and figurative meanings; analyze how specific word choices shape meaning or tone. (CCR R4)

WRITING:
1: Write *arguments* to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. (CCR W1) (CLAS-E 4.2.3)
2: Write *informational/explanatory* texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. (CCR W2)
3: Write *narratives* to develop *real or imagined* experiences or events using effective technique, well-chosen details, and well-structured event sequences. (CCR W3)
4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (CCR W4)

SPEAKING/LISTENING:
4: Present information, findings, and supporting evidence so listeners can follow the line of reasoning and that the organization, development, and style are appropriate to task, purpose, and audience. (CCR SL4)
6: Adapt speech to a variety of contexts and communication tasks, demonstrating command of formal English when indicated or appropriate. (CCR SL6)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

Mathematical Practice 1: Make sense of problems and persevere in solving them.
Mathematical Practice 3: Construct viable arguments and critique the reasoning of others.
Mathematical Practice 7: Look for and make use of structure.

ELP Standard 10 - An English Language Learner can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing. *(CLAS-E 1.2.1)*

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
By the end of this level, an English Language Learner can… with support, • recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions. *(CLAS-E 1.2.1, 3.2.1, 3.2.2)* • understand and respond to simple questions. *(CLAS-E 4.2.1)*	**By the end of this level, an English Language Learner can…** with support, • use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. *(CLAS-E 3.2.1, 3.2.2)* • produce simple and compound sentences. *(CLAS-E 3.3.1, 3.3.2)*	**By the end of this level, an English Language Learner can…** with support, • use simple phrases. • use simple clauses. • produce and expand simple, compound, and a few complex sentences. *(CLAS-E 3.3.1, 3.3.2)*	**By the end of this level, an English Language Learner can…** • use increasingly complex phrases. • use increasingly complex clauses. • produce and expand simple, compound, and complex sentences. *(CLAS-E 3.3.1, 3.3.2)*	**By the end of this level, an English Language Learner can…** • use complex phrases and clauses. • produce and expand simple, compound, and complex sentences. *(CLAS-E 3.3.1, 3.3.2)*

The Arizona Adult Education Standards for English Language Arts that most closely align to the ELP Anchor Standards are:

LANGUAGE:
1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (CCR L1)
3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (CCR L3)

Incorporate tasks for ELL students that address the Arizona Adult Education Standards for Mathematics - Mathematical Practices:

MP 6: Attend to precision.

Appendix A: Glossary

consonant blend (adjusted from "blend spoken phonemes")	A group of two or three consonants that are placed beside each other within a word, not separated by any vowels. The sound of each consonant in the blend is produced so quickly that the sounds combine and blend together in a smooth manner (e.g., fl, gr, spl).
transitional word (adjusted from "complex and varied transitions")	(i.e., complex/varied transitions) a word that connects phrases or sentences (e.g., therefore, furthermore, moreover, in addition, also).
complex general academic words and phrases	Not necessary to include in final glossary -- better incapsulated as a resource showing tiers and realms of vocab rather than defined to interpret the standard
connotative meanings	The suggested or associated meaning(s) of a word (e.g., "There's no place like home." "home" suggests comfort and security OR positive versus negative connotations: frugal vs. miserly, youthful vs. childish, headstrong vs. determined).
content-specific words and expressions	(i.e., domain-specific vocabulary) low-frequency vocabulary that applies within a specific discipline or domain and often appears in textbooks and other instructional materials (e.g., apex in math, escarpment in geography, and isobar in science)
denotative meanings	indicates the literal or "dictionary" definition of a given term
digraphs	Combinations of two successive letters functioning as a unit and representing a single speech sound (e.g., ph in phone; ng in sing).
diphthongs	Two vowel sounds joined in one syllable to form one speech sound (e.g., oi in oil, ou in out).
domain-specific words and phrases	Tier 3 Words: low-frequency, content-specific words and phrases that appear in textbooks and other instructional materials Examples: apex in math, escarpment in geography, and isobar in science. Tier 3 words also consist of words that may be infrequently used in everyday speech but may appear in literature, such as torrid, hyperbolic, or suave.
general academic words and phrases	Tier 2 Words: (General Academic Vocabulary) words that are traditionally used in academic dialogue and text· Specifically, it refers to words that are not necessarily common or frequently encountered in informal conversation. General academic vocabulary consists of words that appear frequently within and across academic domains (e.g., analyze, context, cite). Note: Tier 1 words are those that occur frequently in everyday conversation, and therefore are not considered academic vocabulary.

grapheme	Any of a set of written symbols, letters, or combinations of letters that represent the same sound (e.g., f in fat, ph in photo, and gh in tough). See Appendix C for a more detailed description.
level appropriate text	By level appropriate text, we mean text complexity, among other considerations. Please see here (AZ ELA Standards Appendix B) for a discussion.
morphology	The study of meaningful units of language (for example, suffixes, prefixes, roots, -s, -ed, etc.) and how they are combined in forming words.
phoneme	The smallest units of sound within a word that distinguish one word from another (e.g., cat = /c/ /a/ /t/).
r-controlled vowel sounds	When a vowel is followed by r, the sound changes, and the result is considered neither long nor short (e.g., car, fern, lark).
syntactically	relating to rules governing word order

Appendix B: Examples of Supports and Scaffolds

Considerations for Foundational Literacy Skills Instruction Based on Student Language and Literacy Characteristics

No Spoken English Language Proficiency
- Students will need instruction in recognizing and distinguishing the sounds of English (e.g., vowels, consonants, consonant blends, syllable structures).

Conceptual Resources

Teaching Reading to Adults--Alphabetics (VALRC)
English Is Soup! ...a phonics resource for ESL adults
Literacy Level: Phonics and Rhyme Activities Video (LM)

Materials & Activities

Literacy Level Readers (LESSLA)
Global Storybooks Portal
Classroom Activity: Letter/Sound Drill (LM)

Spoken English Proficiency
- Students will need instruction in applying their knowledge of the English sound system to foundational literacy learning.

Conceptual Resources

Teaching Reading to Adults--Alphabetics (VALRC)
Literacy Workstations (LM)

Materials & Activities

Literacy Level Readers (LESSLA)
Tar Heel Reader
Phonics and Phonemic Awareness ESL Instructional Support Kit (LM)

Oral Skills

Conceptual Resources

Working With Literacy-Level Adult English Language Learners (CAELA)

English Is Soup! ...a phonics resource for ESL adults

Materials & Activities

Pre-Beginning ESL Curriculum (LM)
Tar Heel Reader
Global Storybooks Portal
Pre-Beginning ESL Story Bank (LM)
Phonics and Phonemic Awareness ESL Instructional Support Kit (LM)

Print Skills

Conceptual Resources

Teaching Reading to Adults--Alphabetics (VALRC)
Making It Real: Teaching Pre-literate Adult Refugee Students (Tacoma Community House)

Materials & Activities

Pre-Beginning Curriculum (LM)
Global Storybooks Portal
Tar Heel Reader
Bow Valley Readers
Pre-Beginning ESL Story Bank (LM)

Arizona Adult Education English Language Proficiency Standards Resources

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

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1) Pre-Beginning ESL Story Bank (LM)	**Low Beginning (Level 2)** Finding the Main Idea (CC)	**High Beginning (Level 3)** Identifying the Main Idea (TESOL) Find Reading Passages (RW)	**Low Intermediate (Level 4)** Creating Text-Dependent Questions for ELLs (CC)	**High Intermediate (Level 5)** Teaching Advanced Level ESL Students - English Language Learners on the "Write" Path (Dalton State) Effective Ways to Use Authentic Materials with ESL/EFL Students (TESL/TEFL)
Materials & Activities				
Classroom Directions 1-5 (USA Learns-preview with student login) U.S. Geography - Beginning Level Lesson Plan (USCIS) Learning about Addresses (USCIS) Teaching English language vocabulary (sallow)	Ideas for Using Authentic Texts (Wynant)	Lecture & Note Taking 1-7 (USA Learns-preview with student login) Equality & Freedom Lesson (USCIS) Trouble in Paradise Problem Solving (FL IPDAE)	Equality & Freedom Lesson (USCIS) Reading (TV411)	A Biography of America: video course w/lesson supports (learner.org)

ELP Standard 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.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Low-Level L&S Activities (CAELA)	9 Best Practices for Teaching Conversation (BT)	Intermediate Conversation Course Outline (LAUSD)	High-Intermediate/Adv. Teaching Writing Overview (U of Delaware)	10 Tips for Small Group Discussion (ESL-S)
Materials & Activities				
Activities to Promote Interaction and Communication (CAELA) Questions, Questions, Questions (T-T) U.S. Geography - Beginning Level Lesson Plan (USCIS)	Conversation Starters for Adults (ESL-S) Grammar Lessons 1-4 (USA Learns-preview with student login) Ask the Right Question (T-T)	Digital Literacy: Project-Based Learning (LINCS) Credit Cards (FL IDPAE)	Talking about Art (National Gallery of Art) 25 PHRASES FOR EXPRESSING OPINIONS (MEO)	Top 100 Debates (iDebate) 25 PHRASES FOR EXPRESSING OPINIONS (MEO)

ELP Standard 3 - An ELL can speak and write about level-appropriate complex literary and informational texts and topics.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1) Learn English with These Basic Conversation Skills (T-Co)	**Low Beginning** (Level 2) How to Use Oral Presentations to Help English Language Learners Succeed (KQED) Getting to the Point: 6 Short Writing Activities for Beginning ESL Students (BT)	**High Beginning** (Level 3) Teaching ESL Presentation Skills: Preparation, Rehearsal and Feedback (BT)	**Low Intermediate** (Level 4) How to write well (FIS)	**High Intermediate** (Level 5) Dickson - Freewriting, Prompts and Feedback (TESL/TEFL)
Materials & Activities				
Dialogs for Everyday Use (AE) U.S. Geography - Beginning Level Lesson Plan (USCIS)	A Trip to the Hospital - Picture-Based Sequencing Activity (BT) Sequencing Activity (BT)	Presentation Projects (ESL-S) Trouble in Paradise Problem Solving (FL IPDAE)	100 Warm-Up Questions (Road to Grammar)	Six Games to Motivate Writing Students (TESOL Connections)

ELP Standard 4 - An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1) Facts, Opinions, and Theories: How to Talk about Them to Students (BT)	**Low Beginning** (Level 2)	**High Beginning** (Level 3) Argumentation for ELLs (ASCD)	**Low Intermediate** (Level 4) Conversation Best Practices & Topics: Article (LG)	**High Intermediate** (Level 5) How to Support Claims w/Evidence (Palomar.edu)
Levels 1-5: Games 1 & 2 Argument Games! Play These Fun Games to Practice Analyzing Arguments and Writing Arguments — TeachWriting.org				
Materials & Activities				
Conversation Questions (TESL Journal) Expressing Our Opinions (T-T)	Four Corners Activity (T-T)	100 Phrases for Expressing (MEO) Would you agree? (T-T)	Useful phrases for discussions (OCW) ESL Online Literature Library (1-language)	Expressions for Discussion and Debate (TEFL Sites) 150+ English Conversation Topics (LG)

ELP Standard 5 - An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
	Writing "Just Right" Research Questions: Strategies for ELLs (CC)	Paraphrasing and Summary (Purdue OWL)	Plagiarism and ESL Writers: An Overview (Purdue OWL)	
Materials & Activities				
	Research Building Blocks: "Organize This!" (Read Write Think)	Research Building Blocks: "Organize This!" (Read Write Think) Island Adventure (T-T) Credit Cards (FL IDPAE)	Research Paper Scaffold (Read Write Think)	Research Paper Scaffold (Read Write Think) Making It Visual for ELL Students: Teaching History Using Maus (Read Write Think)

ELP Standard 6 - An ELL can analyze and critique the arguments of others orally and in writing

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1) Basic Comprehension Support Strategies: Article (Edutopia.org)	**Low Beginning** (Level 2) Teach Critical Thinking and Arguments: Article (eslwriting.org)	**High Beginning** (Level 3) Analyze an Argument: Practice 1 (English I Reading)	**Low Intermediate** (Level 4) Analyze an Argument: Practice 1 (English I Reading)	**High Intermediate** (Level 5) 7 Essential Reading Strategies: Article (BT)
Materials & Activities				
	What makes you happy? (T-T) Areas of Agreement (T-T)	Teaching Argument Writing: Article (ASCD) Would you agree? (T-T) Credit Cards (FL IDPAE)	Argument Games! (TW) Too Much Traffic Problem Solving (FL IPDAE)	The Rose (T-T)

ELP Standard 7 - An ELL can adapt language choices to purpose, task, and audience when speaking and writing.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1)	**Low Beginning** (Level 2)	**High Beginning** (Level 3)	**Low Intermediate** (Level 4)	**High Intermediate** (Level 5)
Don't Address the Teacher as "Yo, Dude": Teaching Register (BT)	Incorporating Pragmatics in the Classroom: Article (AE) Pragmatics: Literacy Toolkit (vic.gov.au)	Formal vs. Informal Language Overview: Article (cambridge.org)	What Is the Difference Between Social and Academic English? (CC) Academic Language and English language learners (CC)	Purpose, Audience, Tone & Paragraph Types (U of MN library)
Materials & Activities				
Social Greetings in English for ESL Students (T-Co)	Social Greetings in English for ESL Students (T-Co) Introducing Yourself in English (T-Co)	The Rhetorical Situation: An Interactive Classroom Activity (TESOL) Formal or Informal Language: Video Lesson (islcollective)	Maintaining Style & Tone Activity/Worksheet Interrupting Conversations in English (T-Co)	How to Develop a Lesson Plan that Includes ELLs (CC)

ELP Standard 8 - An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
All levels: GA DOE Vocabulary Strategies Toolbox.pdf				
Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
How-to Guide: Let's Learn English - Level 1 (VOA)		Developing Academic Vocabulary (Read Write Think)	Developing Academic Vocabulary (Read Write Think) Illustrated Idioms: Blog (English Work Group) Idiom Database (Idiom Site)	Developing Academic Vocabulary (Read Write Think) Effective Activities for Teaching Idioms (TESL Journal)
Materials & Activities				
Illinois ESL Content Standards p 38 Illinois ESL Content Standards Lesson Plan p 132-3 Learning English: Let's Learn English (VOA)	News Words: Episodes (VOA) Illinois ESL Content Standards p 56 Illinois ESL Content Standards Lesson Plan p 161-163 Teaching English Language Vocabulary: Web guide (eslflow)	Equality & Freedom: Lesson (USCIS) News Words: Episodes (VOA) Illinois ESL Content Standards Lesson Plan p 161-163 Learning English: Intermediate (VOA)	Equality & Freedom: Lesson (USCIS) News Words: Episodes (VOA) Illinois ESL Content Standards p 93	Staying Healthy: Lesson (FL IPDAE) English in a Minute: Episodes (VOA) American Stories: Articles (VOA) Illinois ESL Content Standards p 114

ELP Standard 9 - An ELL can create clear and coherent level-appropriate speech and text.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Materials & Activities				
Illinois ESL Content Standards p 39 Let's Learn English: Sample Activity (VOA) p 4, 9	Illinois ESL Content Standards p 57 Let's Learn English: Level 2 (VOA) Life Skill, College, & Career Readiness Guide (World Ed) p 4, 9	Illinois ESL Content Standards p 74, 164-167 Life Skill, College, & Career Readiness Guide (World Ed) p 20-21, 25	Illinois ESL Content Standards p 94, 158-160, 164-167 Life Skill, College, & Career Readiness Guide (World Ed) p 20-21, 25	Illinois ESL Content Standards p 115, 158-160 Life Skill, College, & Career Readiness Guide (World Ed) p 40-41, 44

ELP Standard 10 - An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Conceptual Resources				
Emergent (Level 1)	Low Beginning (Level 2)	High Beginning (Level 3)	Low Intermediate (Level 4)	High Intermediate (Level 5)
Materials & Activities				
Illinois ESL Content Standards p 41-42 Lower-Level Materials (We Speak NYC) Grammar Lessons: 2nd English Course (USA Learns-preview with student login) Beginning Parts of Speech: Grammar Index (UVic.ca)	Illinois ESL Content Standards p 58, 149-153 Lower-Level Materials (We Speak NYC) Grammar Lessons: English 1+ & 2nd English Courses (USA Learns-preview with student login) Beginning Parts of Speech: Grammar Index (UVic.ca)	Illinois ESL Content Standards p 76, 149-153 We Speak NYC Grammar Games: Article (TESOL Connections)	Illinois ESL Content Standards p 96 We Speak NYC	Illinois ESL Content Standards p 116 We Speak NYC Phrasal Verbs by Preposition (Bi-lingua Nation)

Appendix C: Educational Functional Levels (EFL) Definitions and Descriptions

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Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ESL Level 1 Test Benchmark: TABE CLAS-E scale scores ● Total Reading and Writing: 225-394 ● Total Listening and Speaking: 230-407	Individual cannot speak or understand English or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); and can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
ESL Level 2 Test Benchmark: TABE CLAS-E scale scores ● Total Reading and Writing: 395-441 ● Total Listening and Speaking: 408-449	Individual can understand basic greetings, simple phrases, and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.

ESL Level 3 Test Benchmark: TABE CLAS-E scale scores • Total Reading and Writing: 442-482 • Total Listening and Speaking: 450-485	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent rereading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization, and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace, and community. Can handle routine entry-level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.
ESL Level 4 Test Benchmark: TABE CLAS-E scale scores • Total Reading and Writing: 483-514 • Total Listening and Speaking: 486-525	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary, spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).
ESL Level 5 Test Benchmark: TABE CLAS-E scale scores • Total Reading and Writing: 515-556 • Total Listening and Speaking:	Individual can understand learned phrases and short new phrases containing familiar vocabulary, spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation;	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with a main idea and	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and

526-558	and relies on description and concrete terms. There is inconsistent control of more complex grammar.	supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self- and peer edit for spelling and punctuation errors.	can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.
ESL Level 6 Test Benchmark: TABE CLAS-E scale scores • Total Reading and Writing: 557-600 • Total Listening and Speaking: 559-600	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic speech fluency.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary and uses multiple strategies to understand unfamiliar texts. Can make inferences and predictions and compare and contrast information in familiar texts. Individual can write multi paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables, and graphs and can complete forms and handle work demands that require nontechnical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

Appendix D: Tiered Vocabulary

Tier 1: Everyday words familiar to most students, primarily learned through conversation.

Tier 2: Vocabulary found in many content texts and across content areas. These words present challenges to students when they appear in print.

Tier 3: Words that are not frequently used except in specific content areas or domains.

Tier 3
Domain Specific

Tier 2
High Utility Academic Vocabulary

Tier 1
Everyday Words
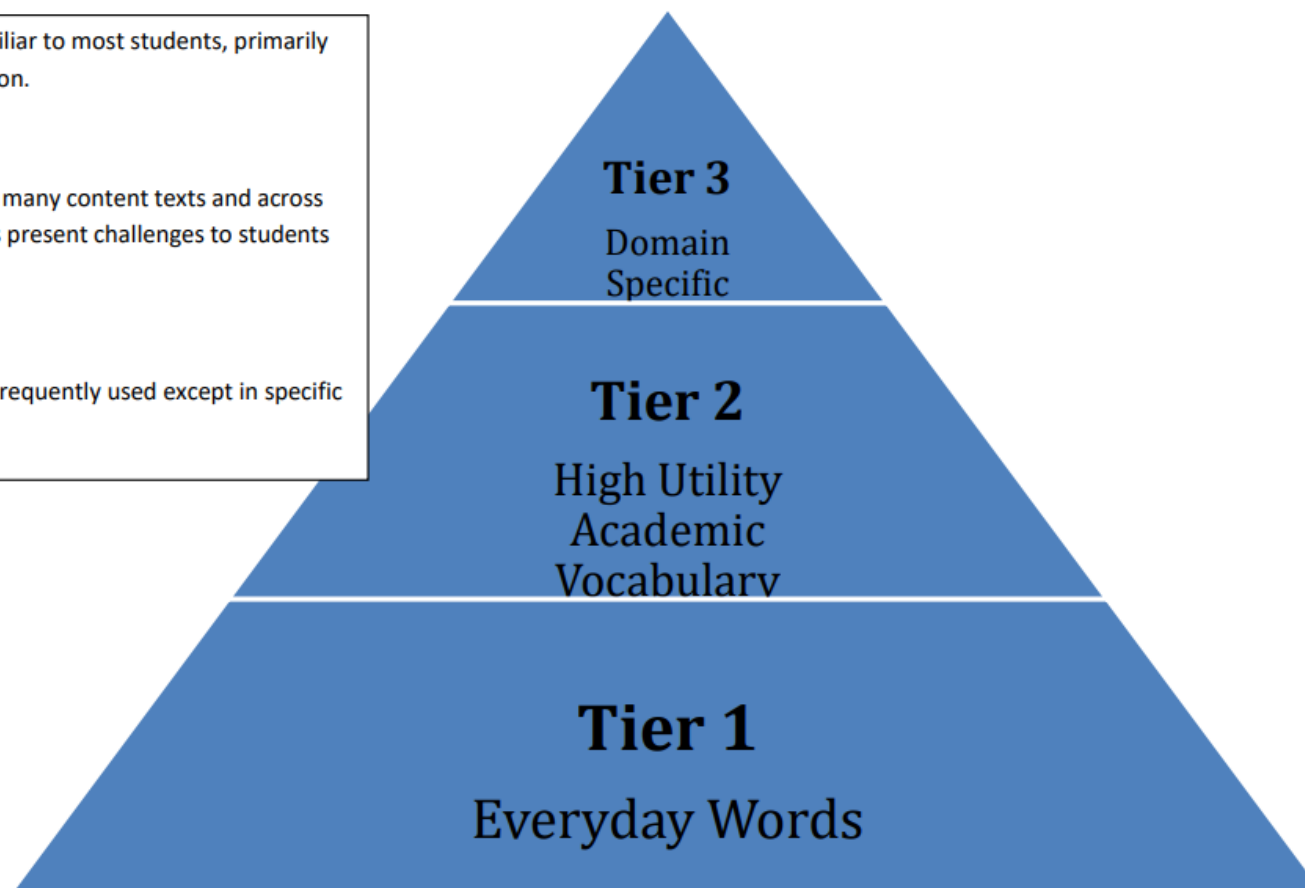
Appendix E: Text Complexity

Being able to read complex text independently and proficiently, with the ability to self-correct and fix comprehension issues as they arise, is essential for high achievement in college, the workplace, and civic participation. Moreover, current trends suggest that if students cannot read challenging texts with understanding—if they have not developed the skill, concentration, and stamina to read such texts—they will read less in general. If students cannot read complex informational texts to gain information, they will likely turn to text-free or text-light sources, such as video, podcasts, and social media platforms. These sources, while not without value, cannot capture the nuance, subtlety, depth, or breadth of ideas developed through complex texts. A turning away from complex texts is likely to lead to a general impoverishment of knowledge, which, because knowledge is intimately linked with reading comprehension ability, will accelerate the decline in the ability to comprehend complex texts and the decline in the richness of text itself.

Three-Part Model of Text Complexity: The Arizona Adult Education English Language Arts Standards use a three-part model for measuring text complexity. Teachers need to use their professional judgment as they draw on information from all three sources when determining the complexity of text.

1. **Qualitative dimensions of text complexity**: In the standards, qualitative dimensions and qualitative factors refer to those aspects of text complexity best measured or only measurable by an attentive human reader, such as levels of meaning or purpose; structure; language conventionality and clarity; and knowledge demands.

2. **Quantitative dimensions of text complexity**. The terms quantitative dimensions and quantitative factors refer to those aspects of text complexity, such as word length or frequency, sentence length, and text cohesion, that are difficult if not impossible for a human reader to evaluate efficiently, especially in long texts, and are thus today typically measured by computer software.

3. **Reader and task considerations.** While the prior two elements of the model focus on the inherent complexity of text, variables specific to readers (such as motivation, knowledge, and experiences) and to tasks (such as purpose and the complexity of the task assigned, and the questions posed) must also be considered when determining whether a text is appropriate for a given student. Such assessments are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Reader and Task considerations require professional judgment based on:
- The teacher's knowledge of students as readers
- The teacher's understanding of text complexity
- The teacher's ability to use instructional supports/scaffolds
- The teacher's consideration of matching the text to the task the students are expected to complete.

Qualitative Dimensions of Text Complexity

Qualitative measures serve as a necessary complement to quantitative measures, which cannot capture all the elements that make a text easy or challenging to read and are not equally successful in rating the complexity of all categories of text. Below are brief descriptions of the different qualitative dimensions:

1. **Structure**: Texts of low complexity tend to have simple, well-marked, and conventional structures, whereas texts of high complexity tend to have complex, implicit, and (in literary texts) unconventional structures. Simple literary texts tend to relate events in chronological order, while complex literary texts make more frequent use of flashbacks, flash-forwards, multiple points of view and other manipulations of time and sequence. Simple informational texts are likely not to deviate from the conventions of common genres and subgenres, while complex informational texts might if they are conforming to the norms and conventions of a specific discipline or if they contain a variety of structures (as an academic textbook or history book might). Graphics tend to be simple and either unnecessary or merely supplementary to the meaning of texts of low complexity, whereas texts of high complexity tend to have similarly complex graphics that provide an independent source of information and are essential to understanding a text. (Note that many books for emergent readers rely heavily on graphics to convey meaning and are an exception to the above generalization.)

2. **Language Conventionality and Clarity**: Texts that rely on literal, clear, contemporary, and conversational language tend to be easier to read than texts that rely on figurative, ironic, ambiguous, purposefully misleading, archaic, or otherwise unfamiliar language (such as general academic and domain specific vocabulary).

3. **Knowledge Demands**: Texts that make few assumptions about the extent of readers' life experiences and the depth of their cultural/literary and content/discipline knowledge are generally less complex than are texts that make many assumptions in one or more of those areas.

4. **Levels of Meaning (literary texts) or Purpose (informational texts).** Literary texts with a single level of meaning tend to be easier to read than literary texts with multiple levels of meaning (such as satires, in which the author's literal message is intentionally at odds with his or her underlying message). Similarly, informational texts with an explicitly stated purpose are generally easier to comprehend than informational texts with an implicit, hidden, or obscure purpose.

Quantitative Dimensions of Text Complexity
The quantitative dimension of text complexity refers to those aspects—such as word frequency, sentence length, and text cohesion (to name just three)—that are difficult for a human reader to evaluate when examining a text. These factors are more efficiently measured by computer programs.

Reader and Task Considerations, and the Role of Teachers
While the quantitative and qualitative measures focus on the inherent complexity of the text, they are balanced in the Arizona Adult Education English Language Arts standards by the expectation that educators will employ professional judgement to match texts to tasks or classes of students. Numerous considerations go into such matching. For example, harder texts may be appropriate for highly knowledgeable or skilled readers, who are often willing to put in the extra effort required to read harder texts that tell a story or contain complex information. Students who have a great deal of interest or motivation in the content are also likely to handle more complex texts.

Key Considerations in Implementing Text Complexity
The tools for measuring text complexity are at once useful and imperfect. Each of the tools described above—quantitative and qualitative—has its limitations, and none is completely accurate. The question remains as to how to best integrate quantitative measures with qualitative measures when locating texts at an appropriate level. The fact that the quantitative measures operate in bands rather than specific levels gives room for both qualitative and quantitative factors to work in concert when situating texts. The

following recommendations that play to the strengths of each type of tool—quantitative and qualitative—are offered as guidance in selecting and placing texts:

- It is recommended that quantitative measures be used to locate a text within a level band because they measure dimensions of text complexity—such as word frequency, sentence length, and text cohesion (to name just three)—that are difficult for a human reader to evaluate when examining a text. In high stakes settings, it is recommended that two or more quantitative measures be used to locate a text within a band for a most reliable indicator that text falls within the complexity range for that band.

- It is further recommended that qualitative measures be used to then locate a text in a specific level. Qualitative measures are not level band specific, nor anchored in college and career readiness levels. Once a text is located within a band with quantitative measures, they can be used to measure other important aspects of texts—such as levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands—to further locate a text at the high or low end of the band. For example, one of the quantitative measures could be used to determine that a text falls within the ABE 2 band level, and qualitative measures could then be used to determine where the text could be used as a resource or included in the curriculum.

  Note: When using quantitative measures shown in the table below, "grade band" or "grade level" should be translated to "ABE Level" using the Educational Functioning Levels provided in Appendix C.

  There will be exceptions to using quantitative measures to identify the band; sometimes qualitative considerations will take precedence over quantitative measures in identifying the grade band of a text (), particularly with narrative fiction in later levels. Research showed more disagreement among the quantitative measures when applied to narrative fiction in higher complexity bands than with informational text or texts in lower-level bands.

  Given this, preference should sometimes be given to qualitative measures when evaluating narrative fiction intended for students in ABE 3 and above. It is critical that in every ELA classroom, students have adequate practice with literary non-fiction that falls within the quantitative band for that grade level. To maintain overall comparability in expectations and exposure for students, most of the texts that students read in a given class time frame, should fall within the quantitative range for that band.

- **Readability Measures**: Certain measures are less valid or not applicable for certain kinds of texts. Until quantitative tools for capturing the difficulty of poetry and drama are developed, determining whether a poem or play is appropriately complex for a given band will necessarily be a matter of qualitative assessment meshed with reader-task considerations. Furthermore, texts for ABE 1 are still resistant to quantitative analysis, as they often contain difficult-to-assess features designed to aid beginning readers in acquiring written language.

Levels	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework*	Reading Maturity
ABE 2	2.75 - 5.14	42 - 54	1.98 - 5.34	420 - 820	3.53 - 6.13
ABE 3	4.97 - 7.03	52 - 60	4.51 - 7.73	740 - 1010	5.42 - 7.92
ABE 4	7.00 - 9.98	57 - 67	6.51 - 10.34	925 - 1185	7.04 - 9.57
ABE 5	9.67 - 12.01	62 - 72	8.32 - 12.12	1050 - 1335	8.41 - 10.81
ABE 6	11.20 - 14.10	67 - 74	10.34 - 14.2	1185 - 1385	9.57 - 12.00

*The Lexile Framework is available online. Click the hyperlink to reach the site.

Appendix F: Phoneme-Grapheme Correspondences

Phoneme-Grapheme Correspondences
- **Phonemes** are individual speech sounds that are combined to create words in a language system.
- **Grapheme** refers to the letter or letter combination that creates the phoneme (sound)

Consonant Phoneme-Grapheme Correspondences		
Phoneme	**Word Examples**	**Common Graphemes (Spellings) for the Phoneme**
/p/	pit, spider, stop	p
/b/	bit, brat, bubble	b
/m/	mitt, comb, hymn	m, mb, mn
/t/	tickle, mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, if
/v/	van, dove	v, ve
/s/	cycle, sit, pass, science, psychic	c, s, ss, sc, ps
/z/	zoo, jazz, nose, as, xylophone	z, zz, se, s, x

/th/	thin, breath, ether	th
/th/	this, breathe, either	th
/sh/	show, mission, sure, charade, precious, notion, mission, special	sh, ss, s, ch, sc, ti, si, ci
/zh/	measure, azure	s, z
/ch/	cheap, future, etch	ch, t, tch
/j/	judge, wage	j, dge, ge
/l/	lamb, call, single	l, ll, le
/r/	reach, wrap, her, fur, stir	r, wr, er/ur/ir
/y/	you, use, feud, onion	y, (u, eu), i
/w/	witch, queen	w, (q)u
/wh/	where	wh
/h/	house, whole	h, wh
Vowel Phoneme-Grapheme Correspondences Common graphemes (spellings) are listed in the following table for each of the vowel phonemes (sounds). Graphemes in the word list are among the most common spellings, but the list does not include all possible graphemes for a given vowel phoneme. Most graphemes are more than one letter.		
Phoneme	**Word Examples**	**Common Graphemes (Spellings) for the Phoneme**
/ē/	see, these, me, eat, key, happy, chief, either, Patti	ee, e_e, -e, ea, ey, -y, ie, ei, i
/ĭ/	sit, gym,	i, y
/ā/	make, rain, play, great, baby, eight, vein, they	a_e, ai, ay, ea, -y, eigh, ei, ey

/ĕ/	bed, breath	e, ea
/ă/	cat	a
/ī/	time, pie, cry, right, rifle	i_e, ie, -y, igh, -i
/ŏ/	fox, swap, palm	o, wa, al
/ŭ/	about, cup, cover, flood, tough	a, u, o, oo, ou
/aw/	saw, pause, call, water, bought	aw, au, all, wa, ough
/ō/	vote, boat, toe, snow, open	o_e, oa, oe, ow, o-
/oo/	took, put, could	oo, u, ou
/ū/ [oo]	moo, tube, blue, chew, suit, soup	oo, u_e, ue, ew, ui, ou
/y/ /ū/	use, few, cute	u, ew, u_e
/oi/	boil, boy	oi, oy
/ow/	out, cow	ou, ow
/er/	her, fur, sir	er, ur, ir
/ar/	cart	ar
/or/	sport	or

/ə/ Schwa - A schwa sound can be represented by any vowel and can be found in 20% of the English language. The schwa is a deflated vowel in an unaccented syllable found in words of more than one syllable. The deflated vowel takes on the sound of /ŭ/ or /ĭ/.
Examples:
- banana: /bə-'na-nə/
- again: /ə'gen/
- foreign: /'for-ən/

General Progression of Phoneme Awareness Skills

Phoneme awareness requires being able to progressively differentiate sounds in spoken words, along with the ability to think about and manipulate those sounds. The instructional approaches listed below are intended to provide examples of how this might be accomplished.

Suggested Instructional Strategies Activities should lead to the pairing of phonemes with graphemes for the purpose of word recognition and spelling.		
Concept	**Teacher-Led Activity**	**Example**
Phoneme Identity	"Say the sound that begins with these words. What is your mouth doing when you make that sound?"	- milk, mouth, monster /m/ - The lips are together, and the sound goes through the nose. - thick, thimble, thank /th/ - The tongue is between the teeth, and a hissing sound is produced. - octopus, otter, opposite /o/ - The mouth is wide open.
Phoneme Isolation	"What is the first speech sound in this word?"	- ship /sh/ - van /v/ - king /k/ - echo /e/
	"What is the last speech sound in this word?"	- comb /m/ - sink /k/ - rug /g/ - go /o/
Phoneme Blending (Spoken Language)	"Blend the sounds to make a word." (Provide these sounds slowly)	/s/ /ay/ say /ou/ /t/ out /sh/ /ar/ /k/ shark /p/ /o/ /s/ /t/ post
Phoneme Segmentation (Spoken Language)	"Say each sound as you move a chip on a line or sound box."	- no /n/ /o/ - rag /r/ /a/ /g/ - socks /s/ /o/ /k/ /s/ - float /f/ /l/ /oa/ /t/

Phoneme Addition (Spoken Language)	"What word would you have if you added /th/ to the beginning of 'ink'?"	● think
	"What word would you have if you added /d/ to the end of the word 'fine'?"	● find
	"What word would you have if you added /z/ to the end of the word 'frog'?"	● frogs
Phoneme Substitution (Spoken Language)	"Say 'rope'. Change the /r/ to /m/. What would you get?"	● mope
	"Say 'chum'. Change the /u/ to /ar/. What would you get?"	● charm
	"Say 'sing'. Change the /ng/ to /t/. What would you get?"	● sit
Phoneme Deletion (Spoken Language)	"Say 'park'. Now say 'park' without /p/."	● ark
	"Say 'four'. Now say 'four' without /f/."	● or

Categories of Phoneme-Grapheme Correspondences

Consonant Graphemes with Definition and Examples		
Grapheme Type	**Definition**	**Examples**
Single letters	A single consonant letter can represent a consonant phoneme.	b, d, f, g, h, j, k, l, m, n, p, r, s, t, v, w, y, z
Doublets	A doublet uses two of the same letters to spell one consonant phoneme.	ff, ll, ss, zz

Diagraphs	A diagraph is a two- (di-) letter combination that stands for one phoneme; neither letter acts alone to represent the sound.	th, sh, ch, wh, ph, ng (sing), gh (cough), [ck is a guest in this category]
Trigraphs	A trigraph is a three- (tri-) letter combination that stands for one phoneme; none of the letters acts alone to represent the sound.	-tch -dge
Consonants in blends	A blend contains two or three graphemes because the consonant sounds are separate and identifiable. A blend is not one sound.	s-c-r (scrape) c-l (clean) l-k (milk) And many more…
Silent letter combinations	Silent letter combinations use two letters; one represents the phoneme, and the other is silent. Most of these are from Anglo-Saxon or Greek.	kn (knock), wr (wrestle), gn (gnarl), ps (psychology), rh (rhythm), -mb (crumb), -mn (hymn), -st (listen)
Combination qu	These two letters, always together, usually stand for two sounds, /k/ /w/.	quickly

Vowel Graphemes with Definitions and Examples		
Grapheme Type	**Definition**	**Examples**
Single letters	A single vowel letter stands for a vowel sound	(short vowels) cap, hit, gem, clod, muss (long vowels) m<u>e</u>, n<u>o</u>, m<u>u</u>sic
Vowel teams	A combination of two, three, or four letters stands for a vowel.	(short vowels) head, hook (long vowels) b<u>oa</u>t, s<u>igh</u>, w<u>eigh</u> (dipthongs), t<u>oi</u>l, b<u>ou</u>t
Vowel-r combinations	A vowel, followed by r, works in combination with /r/ to make a unique vowel sound.	c<u>ar</u>, sp<u>or</u>t, h<u>er</u>, b<u>ur</u>n, f<u>ir</u>st
Vowel-consonant-e	The vowel-consonant-silent e pattern is common	gate, eve, rude, hope, five

(VCe)	for spelling a long vowel sound.	

Six Types of Written Syllable Patterns		
Syllable Type	**Definition**	**Examples**
Closed	A syllable with a short vowel spelled with a single vowel letter ending in one or more consonants.	- dap-ple - hos-tel - bev-erage
Vowel-Consonant-e (VCe) ("magic e" or "Silent e")	A syllable with a long vowel spelled with one vowel + one consonant + silent e.	- compete - despite
Open	A syllable that ends with a long vowel sound, spelled with a single vowel letter.	- program - table - recent
Vowel Team	Syllables that use two or four letters to spell the vowel.	- beau-ti-ful - train-er - con-geal - spoil-age
Vowel-r (r-controlled)	A syllable with **er, ir, or, ar,** or **ur.** Vowel punctuation often changes before /r/.	- in-jur-ious - con-sort - char-ter
Consonant-le	An unaccented final syllable containing a consonant before /l/ followed by a silent e.	- dribble - beagle - little

Three Useful Principles for Chunking Longer Words into Syllables		
Principle	**Strategy**	**Examples**
VC-CV: Two or more	When syllables have two or more adjacent	sub-let

consonants between two vowels.	consonants between them, we divide between the consonants.	- nap-kin - pen-ny - emp-ty
V-CV and VC-V: One consonant between two vowels	a) First try dividing before the consonant. This makes the first syllable open and the vowel long. This strategy will work 75 percent of the time with VCV syllable division.	- e-ven - ra-bies - de-cent - ri-val
	b) If the word is not recognized, try dividing after the consonant. This makes the first syllable closed and the vowel sound short. This strategy will work 25 percent of the time with VCV syllable division.	- ev-er - rab-id - dec-ade - riv-er
Consonant blends usually stick together.	Do not separate diagraphs when using the first two principles for decoding.	- e-ther - spec-trum - se-quin

Appendix G: Digital Literacy Framework

digitalliteracyframework.pdf

Appendix H: ISTE Standards

ISTE Standards-One-Sheet_Combined_09-2021_vF3.pdf

Appendix I: TABE CLAS E Test Objectives

TABE CLAS-E Objective Structure.pdf

Appendix J: Mathematical Practices

MP1: Make sense of problems and persevere in solving them.

Mathematically proficient students
- start by explaining to themselves the meaning of a problem and look for entry points to begin work on the problem.
- plan and choose a solution pathway rather than simply jumping into a solution attempt.
- consider similar problems and try simpler forms of the original problem to gain insight to its solution.
- monitor and evaluate their progress and change course as necessary.
  - For example, they might transform algebraic expressions or change the viewing window on their graphing calculators to get the information they need.
- can explain correspondences between
  - equations,
  - verbal descriptions,
  - tables, and
  - Graphs.
- draw diagrams of key features and relationships.
- graph data and search for regularity or trends.
  - For example, less experienced students might rely on using concrete objects or pictures to help conceptualize and solve a problem.
- engage in productive struggle, and continually ask themselves, "Does this make sense?"
- check their answers to problems using different methods.
- can understand the approaches of others to solving complex problems and identify correspondences between different approaches. [ISTE.1d, ISTE.4d, ISTE.5b, ISTE.5c]

MP2: Reason abstractly and quantitatively.

Mathematically proficient students
- make sense of quantities and their relationships in problem situations.
- can contextualize and decontextualize problems involving quantitative relationships.
- contextualize quantities, operations, and expressions by describing a corresponding situation.
- decontextualize a situation by representing it symbolically.

- For example, as students manipulate the symbols, they can pause as needed to access the meaning of the numbers, the units, and the operations that the symbols represent.
- know and flexibly use different properties of
  - operations,
  - numbers, and
  - geometric objects.
- when appropriate, interpret their solutions in terms of the context.

MP3: Construct viable arguments and critique the reasoning of others.
Mathematically proficient students
- construct mathematical arguments (explain the reasoning underlying a strategy, solution, or conjecture) using
  - concrete,
  - pictorial,
  - or symbolic referents.
    - Arguments may also rely on definitions, assumptions, previously established results, properties, or structures.
- make conjectures and build logical progressions of statements to explore the truth of their conjectures.
  - For example, students can analyze situations by breaking them into cases, and recognize and use counterexamples.
- present their arguments in the form of
  - representations,
  - actions on those representations,
  - and explanations in words (oral or written).
- critique others by affirming and questioning the reasoning of others.
  - They can listen to or read the reasoning of others, decide whether it makes sense, ask questions to clarify or improve the reasoning, and validate or build on it.
- communicate their arguments and compare them to others and reconsider their own arguments in response to the critiques of others. [ISTE.1c, ISTE.5a, ISTE.5b, ISTE.6c] [ESF, CS, IS, CTS]

MP4: Model with mathematics.
Mathematically proficient students
- can apply the mathematics they know to solve problems arising in everyday life, society, and the workplace.
  - This might be as simple as writing an addition equation to describe a situation to:
    - apply proportional reasoning to plan a school event or analyze a problem in the community.

- - use geometry to solve a design problem or use a function to describe how one quantity of interest depends on another.
  - can apply what they know and are comfortable making assumptions and approximations to simplify a complicated situation, realizing that it may need revision later.
  - identify important quantities in a practical situation and map their relationships using such tools as:
    - diagrams,
    - two-way tables,
    - graphs,
    - flowcharts,
    - formulas.
      - For example, students can analyze those relationships mathematically to draw conclusions.
  - routinely interpret their mathematical results in the context of the situation, and reflect on whether the results make sense, possibly improving the model if it has not served its purpose. [ISTE.1c, ISTE.1d, ISTE.5a, ISTE.5b, ISTE.5c, ISTE.6c] [ESF.CTS]

MP5: Use appropriate tools strategically.
Mathematically proficient students
- consider the available tools when solving a mathematical problem. These tools might include:
  - pencil and paper,
  - concrete models,
  - rulers,
  - protractors,
  - calculators,
  - spreadsheets,
  - computer algebra systems,
  - statistical packages, and
  - dynamic geometry software.
- are sufficiently familiar with tools appropriate for the task at hand to make sound decisions on when each of these tools might be helpful, recognizing both the insight to be gained and their limitations.
  - For example, mathematically proficient students analyze graphs of functions and solutions generated using a graphing calculator.
- detect possible errors by strategically using estimation and other mathematical knowledge.

- know that technology can enable them to
  - visualize the results of varying assumptions when making mathematical models,
  - explore consequences,
  - and compare predictions with data.
- identify relevant external mathematical resources, such as digital content located on a website, and use the content to pose or solve problems.
- use digital tools to explore and deepen their understanding of concepts. [ISTE.1c, ISTE.1d, ISTE.5a, ISTE.5b, ISTE.6c] [ESF.CTS]

MP6: Attend to precision.
Mathematically proficient students
- communicate precisely to others using appropriate mathematical terminology, crafting explanations to convey their reasoning.
- use clear definitions in discussion with others and in their own reasoning.
- state the meanings of the symbols they choose, including using the equal sign, consistently and appropriately.
- understand that "equal" does not mean "the answer is."
- understand meanings of symbols used in mathematics.
- calculate accurately and efficiently.
- label quantities appropriately.
- record their work clearly and concisely.
  - For example, less experienced students give carefully formulated explanations to each other. By the time they reach ABE 5, students have learned to examine claims and make explicit use of definitions.

MP7: Look for and make use of structure.
Mathematically proficient students
- look closely to discern a pattern or structure.
  - For example, students might notice that three and seven more is the same amount as seven and three more.
  - For example, students may sort a collection of shapes according to how many sides the shapes have.
- prepare for learning about the distributive property.
  - For example, students understand that 7×8 equals $7 \times 5 + 7 \times 3$.
  - For example, in the expression $x^2 + 9x + 14$, students can see the 14 as 2×7 and the 9 as $2 + 7$.
- recognize the significance of an existing line in a geometric figure and can use the strategy of drawing an auxiliary line for solving problems.

- manage their own progress, stepping back for an overview and shifting perspective when needed.
- can see complicated things, such as some algebraic expressions, as single objects or as being composed of several objects.
  - For example, the student can see 5 – 3(x – y) 2 as '5 minus a positive number times a square' and use that to realize that its value cannot be more than 5 for any real numbers x and y.

[ISTE.5c]

MP8: Look for and express regularity in repeated reasoning.
Mathematically proficient students
- look for and describe regularities as they solve multiple related problems.
  - For example, students might notice when dividing 25 by 11 that they are repeating the same calculations repeatedly and conclude they have a repeating decimal.
  - Or, by paying attention to the calculation of slope, students repeatedly check whether points are on the line through (1, 2) with slope 3, and can abstract the equation $(y – 2) / (x – 1) = 3$.
- Noticing the regularity in the way terms cancel when expanding $(x–1)(x+1)$, $(x–1)(x 2+x+1)$, and $(x–1)(x 3 +x 2+x+1)$ might lead them to the general formula for the sum of a geometric series.
- maintain oversight of the process as they work to solve a problem while also attending to the details.
- continually evaluate the reasonableness of their intermediate results to inform and strengthen their understanding of the structure of mathematics which leads to fluency.

Appendix K: Annotated Bibliography

Link	Description	Key Words
Adult ELL Pathway to Literacy	Theme-based photo, video, and story banks	theme-based photo banks
All Things Topics - Home	A huge assortment of dialogues, videos, games, worksheets, and more.	Themes, topics, dialogs, videos, worksheets, vocabulary
americanenglish.state.gov	Article that describes incorporating pragmatics into the classroom	pragmatics, situational appropriateness
Arizona STAR Resource Site	Resources to elevate student achievement in reading	alphabetics phonics fluency vocabulary comprehension
Association for Supervision & Curriculum Development (ASCD)	Provides three levels of activities to teach the aspects of argumentation	activities, argumentation
ATLAS ABE Resources	"ATLAS (ABE Teaching & Learning Advancement System), housed in the Hamline University School of Education, is funded by a grant from the Minnesota Department of Education (MDE) to provide high-quality, accessible professional development and resources to advance education for adult learners. The work of ATLAS is evidence-based, practitioner-focused, responsive to the needs of the adult education/ABE (Adult Basic Education) field and designed to cultivate professionalism in Minnesota Adult Education." The resources are free to anyone, and the quality is outstanding.	
Australia - state of Victoria Educational Body	Literacy Teaching Toolkit focused on pragmatics and other aspects of ELT	pragmatics, literacy
cal.org	Picture stories for Adult ESL	picture stories
ColorinColorado	Writing "Just Right" Research Questions: Strategies for ELLs	writing, research,

		strategies
[CommonLit](#)	Fiction and informational text created for 3-12 but can be useful for adults in building literacy skills, specifically reading and writing.	
[Discrete Skills Inventory](#)	The Discrete Skills Inventory is a "sequential series of English language skills that provide a guide to teaching the grammatical foundations necessary for students to achieve the requirements set for the in ELP Standards for each respective grade span." Though designed for K-12 students, the sequential aspect of the inventory is useful for adult instruction as well. "The DSI provides a logical and linear ordering of English language concepts and skills to assist teachers in the design, development, and implementation of ELD instruction for English learners."	grammar, sequence, skills
[Educator Resources | Literacy Minnesota (literacymn.org)](#)	Educator Resources from the Literacy Minnesota Council	
[gcfglobal](#)	Tutorial in technology	All Topics
[Global Storybooks Portal | Literacy for all](#)	Open access resource to picture storybooks in several languages for students to see alongside English	
[Hopelink Adult Education - Tutor Support Home Page (eastsideliteracy.org)](#)	Multi-level literacy activities	talk time topics
[How Should Adult ESL Reading Instruction Differ from ABE Reading Instruction?](#)	This is a valuable research brief which explains how reading instruction for our Adult English language learners should be different from traditional reading instruction for native English speakers.	reading ESL native
[https://breakingnewsenglish.com/](#)	Real news stories rewritten at a variety of levels. This site includes activities for listening, reading, grammar, spelling, and vocabulary.	news, leveled texts, listening, diction, reading

https://continuingstudies.uvic.ca/elc/studyzone	The Study Zone is for students of the English Language Center (ELC) at the University of Victoria. ELC teachers create the English language lessons and practice exercises. The site is designed for our adult English language learners, but all are welcome to read the lessons and use the exercises.	
https://learningenglish.voanews.com/p/5373.html	From Voice of America, Learning English is a source of multimedia lessons and resources for English learners around the world. It comprises video-based lessons for beginning through low intermediate level learners, and videos, news articles, and civics content for intermediate to advanced.	vocabulary, videos, famous people in American history,
Illinois ESL Content Standards	The standards from Illinois interweave content and skills and NRS levels. This is a good resource if you're looking for examples of what specific tasks a student might be able to do (or you might want to teach) for the different levels. They also include math standards and examples of real-world tasks at each level.	skills, sample lesson plans, math activities; exchanges; speaking; literary and informational text; reasoning and evidence
Indy	Online curriculum resources	
learner.org	Annenberg Learner multimedia resources	
LESLLA Coffee Break	Free Professional Development webinars for teacher and volunteer training	
LESLLA Curriculum & Materials	LESLLA (Literacy Education and Second Language Learning for Adults) is an organization created to support SLIFE students (students with limited or interrupted formal education). This link directs you to curriculum & materials which were created for emergent and beginning level literacy learners.	
LINCS	ESL PRO	Resources for English Language Instruction	Integrating Digital Literacy
Newsela	Non-fiction and current event articles in multiple levels.	reading, news, current events, fluency, comprehension

[Online Writing Lab (OWL @ Purdue)](#)	Resources for L2 academic writing: plagiarism avoidance, paraphrase, summary, sentence mechanics	writing, research, plagiarism
[Picture Stories for Adult ESL Literacy Levels 1-3](#)		
[readworks.org](#)	The nonprofit ReadWorks partners with K-12 teachers across the country to solve our nation's literacy crisis.	
[readwritethink.org (International Literacy Assoc.)](#)	List of classes lessons & projects that use inquiry-based research methods	lessons, activities, research
[RESOURCES - Adult Literacy League](#)	Substantive List of Educator Resources from Adult Literacy League, Florida	
[teachwriting.org](#)	Games for practicing argument analysis and writing	writing, argumentation, games
[TESOL blog](#)	Classroom activity to help students understand rhetorical situational factors for text analysis	activities, text analysis, argumentation, rhetorical situation
[THE LIFE SKILLS, COLLEGE, AND CAREER READINESS GUIDE FOR ESOL LEARNERS](#)	This document has a list of tasks, sample activities, and indicators for all levels in life skills, academics, and career readiness. "Teachers can mind the document for ideas for classroom activities that promote next steps readiness--without, that is, having to create activities from scratch from lists of abstract skills. Furthermore, they can match activities with students' goals, for example college or employment. The document could guide individual lesson planning, unit curriculum development, or be wholly incorporated into a program-wide curriculum."	tasks, sample activities, life skills, academics, career readiness
[The Virginia Adult Learning Resource Center](#)	This document provides explanation, guidance, and materials for teaching reading to adults, specifically alphabetics (phonemic awareness & decoding)	
[Theme-Based Photo Banks Levels 1-3](#)		

Transitions Integration Framework	The Transitions Integration Framework (TIF) is one of three documents that comprise the content standards for Minnesota ABE. It is the cornerstone of ACES (Academic, Career & Employability Skills) and was designed to provide ABE programs and instructors with guidance on the effective integration of transition skills into instruction at all levels of ABE. The TIF provides the professional or "soft skills" we know our students need to succeed, such as skills for critical thinking, navigating systems, learning strategies, and developing a future pathway. (source)	
usalearns.org	Website was built by the Sacramento County Office of Education, offers free English and citizenship lessons	
We Speak NYC	We Speak NYC is a series of videos that are the source for speaking, listening, reading, and writing instruction. Curriculum and lesson plans are available.	videos, listening, speaking, reading, writing, multilevel
Working with SLIFE Students	Students with limited or interrupted formal education	a guidance document not teaching (practical) resource
World Ed	Life Skills, College and Career-Readiness Guide for ESOL Learners	speaking; writing

Appendix L: References

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