Illinois Content Standards for English Language Acquisition

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Introduction to the Illinois Content Standards
for English Language Acquisition

The *Illinois Content Standards for English Language Acquisition* are designed to increase the academic rigor of English language acquisition (ELA) programming in Illinois in order to strengthen the educational pathways from ELA instruction to ABE/HSE instruction, post-secondary education, and career training. The Illinois standards address the Workforce Innovation and Opportunity Act (WIOA), which was signed into law in 2014. WIOA strengthens the alignments between adult education, postsecondary education, and employers:

> *WIOA recognizes that the core purpose of adult education is to prepare individuals with the skills and knowledge needed to succeed in postsecondary education and the workforce. The Act:*
> - *Expands the purpose of adult education to emphasize that activities should increase an individual's ability to transition to postsecondary education and the workforce.*
> - *Promotes the integration of adult education with occupational education and training, as well as development of career pathways systems; authorizes the use of funds for integrated education and training and workforce preparation activities.[1]*

The WIOA final rules were released in 2016. As stated in the final rules, a major purpose of the Adult Education and Family Literacy Act is to assist immigrants and other individuals who are English language learners (ELLs) to:
- *Improve their reading, writing, speaking, and comprehension skills in English*
- *Improve their mathematics skills*
- *Acquire an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.[2]*

WIOA also requires states to align content standards for adult education with state-adopted challenging academic content standards.

What are content standards?

Content standards describe what learners should know and be able to do in specific content areas. The *Illinois Content Standards for English Language Acquisition* define what adult ELLs should know and be able to do in the English language as a result of instruction at a particular level. The Illinois standards are not a curriculum; rather, they serve as the basis for curriculum design and function as a practical tool for selecting or designing appropriate instructional materials and effective standards-based lessons. Appendix D contains a standards-based lesson template and a sample standards-aligned lesson plan.

The English Language Proficiency Standards (ELPS) for Adult Education[3] and the College and Career Readiness Standards (CCRS)

In 2016, federal standards for adult ELLs were released by the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE) to complement the College and Career Readiness Standards (CCRS) released in 2013. The ELPS were part of a three-year national project, *Preparing Adult ELLs for Rigorous CCR Standards*. The goal of this project was to develop

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[1] *Overview of Title II: Adult Education and Literacy*, U.S. Department of Education, 2014
http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-overview.pdf
[2] https://www.gpo.gov/fdsys/pkg/FR-2016-08-19/pdf/2016-16049.pdf (pgs. 55553-55554)
[3] U.S. Department of Education, Office of Career, Technical and Adult Education, *Adult English Language Proficiency Standards for Adult Education*. Washington, DC, 2016 http://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

products that support educational programs in assisting adults to achieve competency in English language acquisition and rigorous academic content.[4]

The ELPS are correlated to the CCRS and are designed to function in tandem with them to meet the needs of ELLs. Because the CCRS are designed for native speakers of English, they are insufficient as standards for ELLs:

> *To fully and successfully participate in AE programs that are based on college and career readiness (CCR) standards, ELLs must simultaneously acquire English language proficiency (ELP) and achieve across multiple content areas. When it comes to providing instruction, two sets of standards must work together—academic content standards and ELP standards.*[5]

The ELPS reflect the three key instructional advances prompted by the CCRS:

- Advance #1: Regular practice with complex text and its academic language
- Advance #2: Reading, writing, and speaking grounded in evidence from text (both literary and informational)
- Advance #3: Building knowledge through content-rich nonfiction

Detailed correlations between the ELPS and the CCRS are found in Appendix A.

How are the English Language Proficiency Standards organized?

The ELPS consist of 10 Anchor Standards that are the same across all levels. Each level has multiple level-specific student performance targets for each Anchor Standard.

Taken as a whole, the Anchor Standards address all four areas of language acquisition: listening, speaking, reading, and writing. The following chart illustrates the areas of language acquisition addressed by the standards:

ELP Anchor Standards
Anchor Standards 1, 8 focus on receptive skills (i.e., listening and reading)
Anchor Standards 3, 4, 7, 9, 10 focus on productive skills (i.e., speaking and writing).
Anchor Standards 2, 5, 6 are integrated (i.e., require collaborative use of both receptive and productive skills)

Another important distinction is:
- **Anchor Standards 1–7** describe the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics, and science
- **Anchor Standards 8–10** describe the linguistic skills needed to support Standards 1–7

For example, ELP Anchor 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*). In this example, ELP Anchor Standard 8 supports a learner's ability to achieve Anchor Standard 1.

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[4]https://www.air.org/project/preparing-adult-english-language-learners-rigorous-college-and-career-readiness-standards
[5] U.S. Department of Education, Office of Career, Technical and Adult Education, *Adult English Language Proficiency Standards for Adult Education*. Washington, DC, 2016 http://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf

The chart below lists the 10 ELP Anchor Standards and their functions:

ELP Anchor Standards 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. 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.	**ELP Standards 1–7:** ▪ Describe the language necessary for ELLs to engage in content-specific practices associated with academic content standards. ▪ Begin with a focus on extraction of meaning and then progress to engagement in these practices.
8. determine the meaning of words and phrases in oral presentations and literary and informational text. 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:** ELP Standards 8-10 focus on micro-level linguistic features such as: ▪ Determining the meaning of words ▪ Using appropriate speech and conventions of language

Appendix G provides the following additional information about the ELPS:

- the 10 guiding principles that underlie the standards
- practical suggestions for scaffolding instruction in ESL classes

Why were the standards updated in 2017 and 2024?

The original *Illinois ESL Content Standards* were released by ICCB in 2007 following a lengthy period of development and field testing. In 2017, the standards were expanded to include the ELPS. Appendix F provides detail about the development of the 2007 and 2017 editions of standards.

The standards are organized according to the Education Functioning Levels (EFLs) of the federal National Reporting System (NRS). The six NRS EFLs for ESL are:

NRS Educational Functioning Levels (EFLs) for ESL
Beginning ESL Literacy (BL)
Low Beginning ESL (LB)
High Beginning ESL (HB)
Low Intermediate ESL (LI)
High Intermediate ESL (HI)
Advanced ESL (AE)

In July 2023, OCTAE approved new standardized ESL assessments for use in the NRS.[6] With the approval of new assessments, new NRS Educational Functioning Level (EFL) descriptors were enacted. The 2024 edition of the standards was renamed *Illinois Content Standards for English Language Acquisition* to more accurately describe the diversity of English language learners in Illinois. Updates to the 2024 standards include:

- Updated NRS EFL descriptors for each level
- Updated NRS assessment benchmarks
- Revised alignment of the ELPS and NRS EFL descriptors
- Updated examples of how students can demonstrate the ELPS at each level
- New technology standards*

* WIOA recognizes the crucial role that digital literacy plays in college and career readiness and successful transition of adult education students to family-sustaining employment. The technology standards in the 2017 edition of the *Illinois ESL Content Standards* have been replaced with select *Standards for Essential Computer Skills* from Northstar Digital Literacy[7], a widely used set of digital literacy standards for adult learners. Appendix C contains the technology standards.

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[6] https://www.federalregister.gov/documents/2023/07/13/2023-14825/tests-determined-to-be-suitable-for-use-in-the-national-reporting-system-for-adult-education
[7] https://www.digitalliteracyassessment.org/features#

Guide to the Standards

The *Illinois Content Standards for English Language Acquisition* are organized by the National Reporting System (NRS) Educational Functioning Levels (EFLs) for ESL, using these abbreviations for the six NRS levels:

BL	=	Beginning ESL Literacy
LB	=	Low Beginning ESL
HB	=	High Beginning ESL
LI	=	Low Intermediate ESL
HI	=	High Intermediate ESL
AE	=	Advanced ESL

Each level begins with the NRS EFL descriptors, which are followed by the ELP <u>Anchor Standards</u> and their bulleted, coded <u>student performance targets</u> specific to that NRS level. The student performance targets are coded by NRS level, ELP Anchor Standard number, and performance target number. For example:

Standard BL.2.1 = Beginning ESL Literacy, ELP Anchor Standard 2, target 1

Each student performance target is followed by examples of how students might demonstrate the standard. The examples are not meant to be an exhaustive list; rather, they are there to help users understand the focus and purpose of the ELP Anchor Standards and the student performance targets. Instructors do not have to teach the examples provided and should feel free to include other contexts based on the needs, skills, and interests of their students.

Layout of the
Illinois Content Standards for English Language Acquisition

NRS BEGINNING ESL LITERACY LEVEL

National Reporting System (NRS) Educational Functioning Level Descriptors

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TEST BENCHMARKS

CASAS Reading STEPS: *scale score 160-183*
CASAS Listening STEPS: *scale score 158-181*
BEST Plus 3.0: *scale score 600-677*
BEST Literacy 2.0: *composite scale score 100-182*

The following EFL descriptors focus on the receptive skills of listening and reading.

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)[1]

ELLs ready to exit the Beginning ESL Literacy Level are able to, with prompting and support (including context, and visual aids), identify a few key words and phrases from read alouds, visual images, and oral presentations using a very limited set of strategies.

ELLs ready to exit this level can, with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words and phrases in simple oral presentations and read alouds about familiar topics, experiences, and events. They can recognize the meaning of some words learned through conversations, reading, and being read to.

The following EFL descriptors focus on the productive skills of speaking and writing.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)[1]

ELLs ready to exit this level are able to, with prompting and support (including context and visual aids), communicate simple information or feelings about familiar topics, events, or experiences. They can express a preference or opinion about a familiar topic.

ELLs ready to exit this level are able to show limited awareness of differences between informal and formal language use.

With support (including context and visual aids), ELLs ready to exit this level are able to recognize and use a small number of frequently occurring nouns and verbs, use a narrow range of vocabulary and syntactically simple sentences, and understand and respond to simple questions.

The following EFL descriptors focus on integrating listening, speaking, reading, and writing skills.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)[1]

ELLs ready to exit this level are able to, with limited involvement, participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can respond to simple yes/no questions and some wh- questions.

ELLs ready to exit this level are able to, with prompting and support, participate in short, shared research projects, gather information from a few provided sources, and label some key information.

[1]Numbers in parentheses represent ELP Anchor Standards

NRS BEGINNING ESL LITERACY (BL)

Beginning Literacy Skills

Adult English language learners who have limited education in their first language or whose first language is a non-Roman-alphabet language may need class time devoted to the development of beginning literacy skills. The chart below addresses some of the special needs of students at the NRS Beginning ESL Literacy level.

CONCEPTS	CONTENT AREAS	LITERACY SKILLS	CLASSROOM ACTIVITIES
Directionality: left to right/ top to bottom Same/different Spacing Numeration Alphabet: upper and lower case Print is meaningful	Personal information Emergencies Telephone Money Health Transportation Food Clothing Weather Time Calendar	Recognize letters and numbers (*visual discrimination*) Write letters and numbers (*fine motor control*) Say letters and numbers (*connect oral language with print*) Recognize sight words Recognize initial consonant sounds (*sound-letter correspondence*)	Circle responses Tracing Copying Matching Flash cards for sight words Number and letter dictation Word and sentence dictation Strip sentences and strip stories Cloze

Adult Learning Resource Center   www.thecenterweb.org/alrc

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 1
An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing. *By the end of English language proficiency level 1, an ELL can use a very limited set of strategies to:*

- **BL.1.1** - identify a few key words and phrases in oral communications and simple spoken and written texts.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Identify the relationship between letters and their sounds when reading familiar words
  - Demonstrate understanding of basic greetings and expressions (e.g., *Good morning. How are you? Thank you.*)
  - Follow simple oral and/or written classroom instructions (e.g., *Repeat, Copy, Listen*)
  - Demonstrate understanding of basic life skills vocabulary (e.g., family, days, months, time, money)
  - Demonstrate understanding of yes/no and wh- questions about family and self (e.g., *Are you married? How many children do you have?*)
  - Identify simple words in familiar contexts (e.g., information forms, signs)
  - Read short sentences using previously learned vocabulary on familiar topics (e.g., family, school, work)

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor 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. *By the end of this level, an ELL can…*

- **BL.2.1** - actively listen to others.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD

    - Demonstrate understanding of basic greetings and expressions (e.g., *Good morning. How are you? Thank you.*)
    - Follow simple oral classroom instructions (e.g., *Repeat, Copy, Listen*)
    - Demonstrate understanding of yes/no and wh- questions about family and self (e.g., *Are you married? How many children do you have?*)

- **BL.2.2** - respond to simple yes/no questions and some wh- questions.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD

    - Respond to questions about basic personal information (e.g., What's your name? What's your address? Are you married?)
    - Give the time (e.g., *It's 10:30.*)
    - Spell personal information orally (e.g., *My last name is Gomez: G-O-M-E-Z.*)
    - Complete simple writing tasks using personal information (e.g., simplified registration form, address an envelope)

- **BL.2.3** - participate in short conversations and written exchanges about familiar topics and in familiar contexts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD

    - Use basic greetings and expressions (e.g., *Good morning. How are you? Thank you.*)
    - Ask for and give the time (e.g., *What time is it? It's 10:30.*)
    - Express lack of understanding (e.g., *I don't understand.*)
    - Describe simple everyday activities orally and in writing
    - Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*)
    - Ask and respond to simple yes/no and wh-questions about family and self (e.g., *What's your name? Are you married? How many children do you have?*)

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 3
An ELL can speak and write about level-appropriate complex literary and informational texts and topics. *By the end of this level, an ELL can, with support…*

- **BL.3.1** - communicate information and feelings about familiar texts, topics, and experiences.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Respond to questions about basic personal information (e.g., *What's your name? What's your address? Are you married?*)
  - Ask for and give the time (e.g., *What time is it? It's 10:30.*)
  - Produce simple statements and requests related to basic needs (e.g., community, illnesses
  - Describe simple everyday activities (e.g., working, shopping)
  - Copy or write simple familiar words, phrases, and sentences (e.g., personal information, occupations, health)

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 4
An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence. *By the end of this level, an ELL can…*

• **BL.4.1** - express an opinion about a familiar topic, experience or event.
 	
    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Produce simple statements describing likes and dislikes (e.g*., Apples taste good. I don't like snow.*)
    o Produce simple statements expressing an opinion (e.g., *Cooking is easy. ___ is good.*)

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.   *By the end of this level, an ELL can, with support…*

• **BL.5.1** – carry out short, shared research projects
 	
     HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
     ○ Conduct very simple surveys (e.g., classmates' ZIP codes, home countries, or family members)

• **BL.5.2** - label collected information, experiences, or events.
 	
     HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
     ○ Share survey results by using a graphic organizer, chart, or tally

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 6
An ELL can analyze and critique the arguments of others orally and in writing. ELP 6 does not apply at the Beginning ESL Literacy level.

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 7
An ELL can adapt language choices to purpose, task, and audience when speaking and writing. ELP 7 does not apply at the Beginning ESL Literacy level.

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 8
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. *By the end of this level, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s),*

- **BL.8.1** - 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.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Demonstrate understanding of basic greetings and expressions (e.g., *Good morning. How are you? Thank you.*)
  - Follow simple oral and/or written classroom instructions
  - Recognize simple personal information words and signs related to basic needs (e.g., *Men, Women, Exit, first, last, address*)
  - Write and say cardinal numbers 0-100 in a variety of contexts (e.g., dates, times, money amounts)
  - Read short sentences using previously learned vocabulary on familiar topics (e.g., family, school, work)
  - Demonstrate understanding of yes/no and wh- questions about family and self (e.g., *Are you married? How many children do you have?*)
  - Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*)
  - Demonstrate understanding of high-frequency vocabulary in everyday contexts (e.g., health, school, work)
  - Guess at word meanings based on cognates or similar words from one's native language

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 9
An ELL can create clear and coherent level- appropriate speech and text.   *By the end of this level, an ELL can, with support…*

- **BL.9.1** - communicate basic information about an event or topic.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o   Respond to questions about basic personal information (e.g., *What's your name? What's your address?*)
    o   Give the time (e.g., *It's 10:30.*)
    o   Write and say cardinal numbers 0-100 in a variety of contexts (e.g., dates, times, money amounts)
    o   Spell personal information orally (e.g., *My last name is Gomez: G-O-M-E-Z.*)
    o   Respond to simple yes/no and wh- questions about family and self (e.g., *Are you married? How many children do you have?*)
    o   Produce simple statements and requests related to basic needs (e.g., community, illnesses)
    o   Describe simple everyday activities (e.g., working, shopping)
    o   Copy or write simple familiar words, phrases, and sentences
    o   Complete simple writing tasks using personal information (e.g., simplified registration form, address an envelope)

NRS BEGINNING ESL LITERACY (BL)
English Language Proficiency Standards for Adult Education

ELP Anchor Standard 10

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

By the end of this level, an ELL can, with support…

- **BL.10.1** - recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify and use cardinal numbers (e.g., dates, times, money amounts)
    - Demonstrate understanding of basic greetings and expressions (e.g., *Good morning. How are you? Thank you.*)
    - Follow oral and/or written classroom instructions (e.g., *Repeat, Copy, Listen*)
    - Respond to questions about basic personal information (e.g., *What's your name? What's your address?*)
    - Ask for and give the time (e.g., *What time is it? It's 10:30.*)
    - Recognize simple personal information words (e.g., first, last, address) and simple signs related to basic needs (e.g., *Men, Women, Exit, first, last, address*)
    - Read short sentences using previously learned words and phrases on familiar topics
    - Copy or write simple familiar words, phrases, and sentences
    - Demonstrate understanding of high-frequency vocabulary in everyday contexts (e.g., health, school, work)
    - Produce simple statements and requests related to basic needs (e.g., community, illnesses)

    See also Appendix B: Supporting Grammar for Beginning ESL Literacy Level

- **BL.10.2** - understand and respond to simple questions.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Demonstrate understanding of basic greetings and expressions (e.g., *How are you?)*
    - *Give the time (e.g., It's 10:30.*)
    - Complete simple writing tasks using personal information (e.g., simplified registration form, address an envelope)
    - Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*)
    - Respond to simple yes/no and wh- questions about family and self (e.g., *Are you married? How many children do you have? What's your last name?*)

    See also Appendix B: Supporting Grammar for Beginning ESL Literacy Level:
    - Yes/no questions
    - "Wh- questions"

NRS LOW BEGINNING ESL LEVEL

National Reporting System (NRS) Educational Functioning Level Descriptors

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TEST BENCHMARKS

CASAS Reading STEPS: *scale score 184-196*
CASAS Listening STEPS: *scale score 182-191*
BEST Plus 3.0: *scale score 678-702*
BEST Literacy 2.0: *composite scale score 183-209*

The following EFL descriptors focus on the receptive skills of listening and reading.

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 7, 8)[1]

ELLs ready to exit the Low Beginning ESL Level are able to identify a few key words and phrases in oral communications and simple spoken and written texts using a very limited set of strategies. They can recognize the meaning of some words learned through conversations, reading, and being read to.

ELLs ready to exit this level are able to, with support, identify a point an author or a speaker makes.

Relying heavily on context, questioning, and knowledge of morphology in their native language(s), ELLs ready to exit this level are able to 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

The following EFL descriptors focus on the productive skills of speaking and writing.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10)[1]

ELLs ready to exit this level are able to, with support, communicate information and feelings about familiar texts, topics, and experiences.

ELLs ready to exit this level are able to express an opinion about a familiar topic, experience, or event and give a reason for the opinion.

ELLs ready to exit this level are able to show emerging awareness of differences between informal and formal language use.

ELLs ready to exit this level are able to, with support, use a narrow range of vocabulary and syntactically simple sentences. They can, with support, recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions and understand and respond to simple questions.

The following EFL descriptors focus on integrating listening, speaking, reading, and writing skills.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5)[1]

ELLs ready to exit this level are able to actively listen to others. They can participate in short conversations and written exchanges about familiar topics and in familiar contexts. They can present simple information and respond to simple yes/no questions and some wh- questions.

ELLs ready to exit this level are able to, with support, carry out short, shared research projects. They can, with support, gather information from a few provided print and digital sources, label collected information, experiences, or events, and recall information from experience or from a provided source.

[1]*Numbers in parentheses represent ELP Anchor Standards*

NRS LOW BEGINNING ESL (LB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 1
An ELL 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 ELL can use a very limited set of strategies to:*

- **LB.1.1** - identify a few key words and phrases in oral communications and simple spoken and written texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Apply sound/letter relationships when reading
    - Read a variety of simple and familiar texts (e.g., signs, charts, simple forms, instructions, short paragraphs)
    - Demonstrate understanding of yes/no and wh- questions in familiar contexts (e.g., *Do your children go to school here? Where do you work?*)
    - Follow simple oral instructions and simple commands in everyday contexts (e.g., *Close the door. Take a break. Stop!*)
    - Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*)

NRS LOW BEGINNING ESL (LB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor 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.

By the end of this level, an ELL can…

- **LB.2.1** - actively listen to others.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Demonstrate understanding of simple commands and warnings (e.g., *Stop! Be Careful*!)
  - Demonstrate understanding of yes/no and wh- questions in familiar contexts (e.g., *Do your children go to school here? Where do you work?*)
  - Follow simple oral instructions in everyday contexts (e.g., *Close the door. Take a break.*)
  - Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*)
  - Identify one or two points made by a speaker

- **LB.2.2** - participate in short conversations and written exchanges about familiar topics and in familiar contexts.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Give and follow simple oral instructions in everyday contexts (e.g., *Close the door. Take a break.*)
  - Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*)
  - Ask for and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community)
  - Participate in familiar social interactions (e.g., *How's it going? What's new?*)
  - Complete simplified forms (e.g., school registration form, contact information form)
  - Write simple guided notes or emails (e.g., to a child's teacher, to a landlord to report a problem)

- **LB.2.3** - present simple information

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Describe routine activities (e.g., daily, weekend, work, holiday)
  - Create and present a simple poster or slides on a familiar topic
  - Give short, simple oral presentations (e.g., how to make a favorite recipe)

- **LB.2.4** - respond to simple yes/no questions and some wh- questions.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*)

- o Respond to yes/no and wh- questions in familiar contexts (e.g., *Do your children go to school here? Where do you work?*)
- o Participate in familiar social interactions (e.g., *How's it going? What's new?*)
- o Complete simple writing tasks in familiar contexts (e.g., school registration form, contact information form)
- o Spell words orally as needed to clarify meaning (e.g., address, name)

NRS LOW BEGINNING ESL (LB)

English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 3
An ELL can speak and write about level-appropriate complex literary and informational texts and topics. *By the end of this level, an ELL can, with support…*
LB.3.1 - communicate information and feelings about familiar texts, topics, and experiences.   **HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD**   - Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community)   - Produce simple statements and requests in a variety of contexts (e.g., employment, community)   - Describe routine activities (e.g., daily, weekend, work, holiday)   - Complete simplified forms (e.g., school registration form, contact information form)   - Write simple sentences on familiar topics   - Complete simple writing tasks related to everyday needs (e.g., make a grocery list, complete a timecard)

NRS LOW BEGINNING ESL (LB)

English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 4
An ELL can construct level- appropriate oral and written claims and support them with reasoning and evidence. *By the end of this level, an ELL can…*

• **LB.4.1** - express an opinion about a familiar topic, experience or event.
 	
    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Give an opinion on familiar topics (e.g., *My job is good. I don't like snow.*)
    o Write a short guided paragraph expressing an opinion about a familiar topic (e.g., weather, neighborhood, food)

• **LB.4.2** - give a reason for the opinion.
 	
    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Produce simple statements to support an opinion (e.g., *My job is good because…, I don't like snow because…*)

NRS LOW BEGINNING ESL (LB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. *By the end of this level, an ELL can, with support…*

- **LB.5.1** - carry out short, shared research projects.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Conduct simple surveys (e.g., classmates' personal information, family members' likes and dislikes)
  - Interview a classmate about familiar topics or events using previously learned vocabulary

- **LB.5.2** - gather information from a few provided print and digital sources.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Demonstrate understanding of a variety of texts (e.g., print, image, audio recording)
  - Identify and compare prices or other features using authentic sources (e.g., grocery store flyers, clothing catalogs)

- **LB.5.3** - label collected information, experiences, or events.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - List or categorize information collected from surveys or interviews
  - Share survey or interview results using graphic organizers, charts, or tallies

- **LB.5.4** - recall information from experience or from a provided source.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Provide a very simple oral or written summary of gathered information

NRS LOW BEGINNING ESL (LB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 6
An ELL can analyze and critique the arguments of others orally and in writing. *By the end of this level, an ELL can, with support…*

• **LB.6.1** - identify a point an author or a speaker makes.
    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Identify one or two points in a short written text on a familiar topic
    o Identify one or two points a speaker makes in an audio or video clip, conversation, or oral presentation

NRS LOW BEGINNING ESL (LB)

English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 7
An ELL can adapt language choices to purpose, task, and audience when speaking and writing. *By the end of this level, an ELL can…*

- **LB.7.1** - show emerging awareness of differences between informal and formal language use.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - o Distinguish between common formal and informal language appropriate in familiar contexts (e.g., speaking to one's boss versus one's family)
    - o Distinguish between formal and informal language in familiar conversations (e.g., with a boss, with a family member)

- **LB.7.2** - recognize the meaning of some words learned through conversations, reading, and being read to.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - o Demonstrate understanding of vocabulary in a variety on contexts (e.g., employment, community)
    - o Read a short paragraph with familiar vocabulary
    - o Demonstrate understanding of vocabulary used in a conversation or something read aloud

NRS LOW BEGINNING ESL (LB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 8
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. *By the end of this level, an ELL can, relying heavily on context, questioning, and knowledge of morphology in their native language(s),*

- **LB.8.1** - 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.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Identify ordinal numbers in everyday contexts (e.g., *Put this box on the second shelf. Take the elevator to the fifth floor.*)
  - Follow simple oral instructions in everyday contexts (e.g., *Close the door. Take a break.*)
  - Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*)
  - Demonstrate understanding of vocabulary in a variety of familiar contexts (e.g., employment, community)
  - Read a variety of signs and charts in everyday contexts (e.g., work, school, community)
  - Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels)
  - Read a short paragraph with familiar vocabulary
  - Guess at word meanings based on cognates or similar words from one's native language

NRS LOW BEGINNING ESL (LB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 9
An ELL can create clear and coherent level- appropriate speech and text.   *By the end of this level, an ELL can, with support…*

- **LB.9.1** - communicate basic information about an event or topic.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Spell words orally if needed to clarify meaning (e.g., *The street name is E-S-T-E-S.*)
    - Respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community)
    - Produce simple statements and requests in a variety of contexts (e.g., employment, community)
    - Describe routine activities (e.g., daily, weekend, work, holiday)
    - Complete simple writing tasks related to everyday needs (e.g., simplified forms, make a grocery list, complete a timecard)

- **LB.9.2** - use a narrow range of vocabulary and syntactically simple sentences.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community)
    - Produce simple statements and requests in a variety of contexts (e.g., employment, health, community)
    - Describe routine activities (e.g., daily, weekend, work, holiday)
    - Write simple sentences on familiar topics

NRS LOW BEGINNING ESL (LB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 10
An ELL can demonstrate command of the conventions of standard English to communicate in level- appropriate speech and writing. *By the end of this level, an ELL can, with support…*

- **LB.10.1** - recognize and use a small number of frequently occurring nouns, noun phrases, verbs, conjunctions, and prepositions.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Identify ordinal numbers in everyday contexts (e.g., *September 2nd*, *fourth floor*)
  - Follow simple oral and written instructions in everyday contexts (e.g., *Close the door. Take a break.*)
  - Demonstrate understanding of common vocabulary in a variety of contexts (e.g., simple commands and warnings, signs)
  - Produce simple statements and requests in a variety of contexts (e.g., describe routine activities)
  - Read a short paragraph with familiar vocabulary
  - Complete simple writing tasks related to everyday needs (e.g., school registration form, grocery list, emergency contact list)

  See also Appendix B: Supporting Grammar for Low Beginning ESL Level

- **LB.10.2** - understand and respond to simple questions.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*)
  - Respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community)
  - Participate in familiar social interactions (e.g., *How's it going? What's new?*)
  - Complete simplified forms (e.g., school registration form, contact information form)

  See also Appendix B: Supporting Grammar for Low Beginning ESL Level:
  - Yes/no questions
  - "Wh- questions"

NRS HIGH BEGINNING ESL LEVEL

National Reporting System (NRS) Educational Functioning Level Descriptors

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TEST BENCHMARKS

CASAS Reading STEPS: *scale score 197-206*
CASAS Listening STEPS: *scale score 192-201*
BEST Plus 3.0: *scale score 703-726*
BEST Literacy 2.0: *composite scale score 210-244*

The following EFL descriptors focus on the receptive skills of listening and reading.

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)[1]

ELLs ready to exit the High Beginning ESL Level are able to identify the main topic in oral presentations and simple spoken and written texts and retell a few key details using an emerging set of strategies.

ELLs ready to exit this level are able to, with support, identify the main argument an author or speaker makes. They can, with support, identify one reason an author or a speaker gives to support the argument.

ELLs ready to exit this level are able to determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

The following EFL descriptors focus on the productive skills of speaking and writing.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10) [1]

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose simple written narratives or informational texts about familiar texts, topics, experiences, or events.

ELLs ready to exit this level are able to construct a claim about familiar topics, experiences, or events. They can introduce a familiar topic, experience, or event, give a reason to support a claim, and provide a concluding statement.

ELLs ready to exit this level are able to, with support, recount a short sequence of events in order. They can, with support, introduce an informational topic, provide one or two facts about the topic, and use common linking words to connect events and ideas.

ELLs ready to exit this level are able to show increasing awareness of differences between informal and formal language use. They can adapt language choices to task and audience with emerging control in various social and academic contexts.

ELLs ready to exit this level can begin to use some frequently occurring general academic and content-specific words.

ELLs ready to exit this level are able to, with support, use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions. They can, with support, produce simple and compound sentences.

The following EFL descriptors focus on integrating listening, speaking, reading, and writing skills.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5) [1]

ELLs ready to exit this level are able to participate in conversations and written exchanges about familiar topics and texts. They can present information and ideas, appropriately take turns in interactions with others, and respond to simple questions and wh- questions.

ELLs ready to exit this level are able to, with support, carry out short individual or shared research projects. They can, with support, gather information from provided print and digital sources, record information in simple notes, and summarize data and information.

[1]*Numbers in parentheses represent ELP Anchor Standards*

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 1

An ELL 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 ELL can use an emerging set of strategies to:

- **HB.1.1** - identify the main topic in oral presentations and simple spoken and written texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify main idea in short, familiar oral and written text
    - Read short passages on familiar topics (e.g., family or neighborhood)
    - Use titles, headings, and visuals to predict the content of short passages
    - Complete a guided graphic organizer with main idea and key details from a short audio, video, or written text

- **HB.1.2** - retell a few key details.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Restate some details from familiar oral and written texts
    - Complete a guided graphic organizer with main idea and key details from a short audio, video, or written text

NRS HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor 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. *By the end of this level, an ELL can…*

- **HB.2.1** - participate in short conversations and written exchanges about familiar topics and texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Participate in routine conversations about familiar topics (e.g., talking about the weekend, calling in sick, emergencies)
    - Write short paragraphs, emails, or notes on familiar topics (e.g., describing everyday activities, explaining an absence to a teacher or employer, requesting a repair from a landlord)

- **HB.2.2** - present information and ideas.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Give short oral presentations on a familiar topic (e.g., one's culture, how to make a familiar recipe)
    - Create and present a poster, infographic, or illustration on a familiar topic (e.g., family, recipe)
    - Make slides with text and images for a short presentation on a familiar topic (e.g., job, home country)

- **HB.2.3** - appropriately take turns in interactions with others.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health)
    - Participate in routine conversations about familiar topics (e.g., talking about the weekend, calling in sick, emergencies)
    - Use appropriate language to support turn-taking (e.g., *What do you think?*)

- **HB.2.4** - respond to simple questions and wh- questions.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Respond to statements, questions and commands in routine conversations related to immediate needs (e.g., emergencies, calling in sick, talking to a neighbor)
    - Respond to requests for repetition or clarification
    - Complete short authentic forms (e.g., change of address, library card application)
    - Respond to simple questions in text messages, email, and other written communications.

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 3
An ELL can speak and write about level-appropriate complex literary and informational texts and topics.   *By the end of this level, an ELL can, with support…*

- **HB.3.1** - deliver short oral presentations about familiar texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Give a short oral presentation describing personal events (e.g., one's weekend activities, one's work routines)
    - Give a presentation describing abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*)
    - Give a how-to presentation (e.g., make a recipe, plant a garden)
    - Create and present a simple poster

- **HB.3.2** - compose simple written narratives or informational texts about familiar texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Write short guided paragraphs on familiar topics (e.g., family or neighborhood)
    - Complete short authentic forms (e.g., change of address, library card application)
    - Write simple instructions (e.g., recipe, directions to one's home)
    - Write short notes or emails (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair)
    - Create a simple poster or other graphic

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 4

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

By the end of this level, an ELL can…

- **HB.4.1** - construct a claim about familiar topics, experiences, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*)
    o Write short paragraphs, emails, or notes on familiar topics
    o Express opinions giving reasons (e.g., *My job is good because…*)
    o Give a short oral presentation expressing an opinion or making a claim about a familiar topic (e.g., eating healthy food, home safety, the best place to live)
    o Make statements of support or criticism (e.g., *This neighborhood is good because…*, *I think small cars are bad because…*)

- **HB.4.2** - introduce the topic, experience, or event.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Express an opinion or viewpoint on a topic (e.g., *I believe that…, I think that…, In my country, we…*)
    o Make statements of support or criticism (e.g., *This neighborhood is good because…, I like small cars because…*)
    o Give a short speech or written report on a familiar topic to convey an opinion and reasons for it

- **HB.4.3** - give a reason to support the claim.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Write short paragraphs including a reason or evidence to support an opinion or viewpoint
    o Give a short speech on a familiar topic to convey an opinion and reasons for it
    o Make statements of support or criticism (e.g., *This neighborhood is good because…, Small cars are better than SUVs because…*)

- **HB.4.4** - provide a concluding statement.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Write short paragraphs on familiar topics (e.g., family or neighborhood)
    o Use language for making concluding statements (e.g., in conclusion, because of this, as a result)
    o Restate an opinion or viewpoint to conclude a paragraph or speech

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.   *By the end of this level, an ELL can, with support…*

- **HB.5.1** - carry out short individual or shared research projects.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Conduct surveys (e.g., classmates' or friends' jobs, goals, or hobbies)
  - Interview classmates or others about familiar topics or events
  - Conduct simple internet searches using provided sources

- **HB.5.2** - gather information from provided print and digital sources.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Demonstrate understanding of a variety of text types (e.g., digital, print, audio, image, graphic)
  - Compare prices or other features using authentic sources (e.g., catalogs, housing ads, brochures, flyers)
  - Conduct simple internet searches using provided sources

- **HB.5.3** - record information in simple notes.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - List or categorize information collected from research
  - Compile research results using graphic organizers, charts, or tallies

- **HB.5.4** - summarize data and information.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Provide a short oral or written summary of gathered information
    Prepare simple charts or graphs of gathered information

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 6
An ELL can analyze and critique the arguments of others orally and in writing.   *By the end of this level, an ELL can, with support…*

• **HB.6.1** - identify the main argument an author or speaker makes.
 	
     HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
     o   Identify the primary argument a writer or speaker makes on familiar topics
     o   Identify claims made by others in short, simple written texts and conversations

• **HB.6.2** - identify one reason an author or a speaker gives to support the argument.
 	
     HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
     o   Identify one reason a writer or speaker gives to support their opinion or claim
     o   Complete a graphic organizer to illustrate a writer or speaker's claim and reasons to support it

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 7

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

By the end of this level, an ELL can…

- **HB.7.1** - show increasing awareness of differences between informal and formal language use.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Distinguish between formal and informal language in everyday conversations (e.g., *Hello. How are you?* vs. *What's up?*)
    - Identify situations where formal/informal language is appropriate

- **HB.7.2** - adapt language choices to task and audience with emerging control in various social and academic contexts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Distinguish between polite and impolite language use (e.g., *Please give me a ___* vs *Gimme that!*)
    - Distinguish between formal and informal language use (e.g., language used with family vs. a boss)
    - Participate in familiar formal and informal conversations (e.g., with co-workers, doctor, neighbors)

- **HB.7.3** - begin to use some frequently occurring general academic and content-specific words.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Write short guided paragraphs on familiar topics (e.g., family or neighborhood) using academic vocabulary (e.g., *first, next, in conclusion*)
    - Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair)
    - Give a short oral presentation or write a short report on a familiar topic

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 8
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. *By the end of this level, an ELL can, using context, questioning, and knowledge of morphology in their native language(s),*

- **HB.8.1** - determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Use titles, headings, and visuals to predict the meanings of unfamiliar words in audio, video, and print text.
    - Use knowledge of basic English grammar to make educated guesses of word meanings (e.g., nouns and pronoun referents, verb tense markers such as -ed and -ing)
    - Use cognates or similar words from one's native language to guess the meaning of unfamiliar words
    - Use available tools to determine unfamiliar word meanings (e.g., dictionary, peers, translator)

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 9

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

By the end of this level, an ELL can, with support…

- **HB.9.1** - recount a short sequence of events in order.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Give simple instructions (e.g., how to make a favorite recipe, directions to one's home)
    - Describe personal events in chronological order orally and in writing (e.g., one's weekend activities, one's work routines)
    - Write short guided notes or emails about a sequence of events (e.g., to a landlord requesting a repair, to a supervisor to report a problem)
    - Create a poster or simple graphic on a familiar topic (e.g., how to check the oil in a car, how to bathe a pet)

- **HB.9.2** - introduce an informational topic.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Make a statement to introduce a short speech or report
    - Write short guided paragraphs or notes on familiar topics or about a sequence of events (e.g., requesting a repair, reporting a problem)
    - Use a title or heading to introduce a paragraph, poster, or presentation

- **HB.9.3** - provide one or two facts about the topic.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Give simple instructions orally or in writing (e.g., how to make a favorite recipe, how to do laundry)
    - Write short paragraphs on familiar topics (e.g., family or neighborhood) including details to expand on the topic
    - Write short guided notes or emails about a sequence of events (e.g., to a landlord requesting a repair, to a supervisor to report a problem)
    - Create a poster or simple graphic on a familiar topic (e.g., how to check the oil in a car, how to bathe a pet)

- **HB.9.4** - use common linking words to connect events and ideas.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Use words such as *and*, *first*, *second*, *next*, *last*, *then* to connect details in short paragraphs and oral presentations

    See also Appendix B: Supporting Grammar for High Beginning Level:
    - Conjunctions

NRS HIGH BEGINNING ESL (HB)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 10

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

By the end of this level, an ELL can, with support…

- **HB.10.1** - use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o   Participate in routine conversations about familiar topics (e.g., the weekend, calling in sick, emergencies)
    o   Give simple instructions (e.g., how to make a favorite recipe, directions to one's home)
    o   Describe personal events orally and in writing (e.g., one's weekend activities, one's work routines)
    o   Express lack of understanding by asking for repetition or clarification (e.g., *Could you repeat that, please? I don't understand.)*
    o   Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.)*
    o   Write short guided paragraphs or notes on familiar topics (e.g., request a repair, report a problem)
    o   Complete authentic forms (e.g., change of address, simple job application, library card application)

    See also Appendix B: Supporting Grammar for High Beginning Level

- **HB.10.2** - produce simple and compound sentences.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o   Use coordinating conjunctions (e.g., *and, but, or*) to create compound sentences in speech and writing
    o   Apply capitalization and punctuation rules (e.g., comma in series, apostrophe)
    o   Participate in routine conversations about familiar topics (e.g., the weekend, calling in sick, emergencies)
    o   Give simple instructions (e.g., how to make a favorite recipe, how to do laundry)
    o   Describe personal events (e.g., one's weekend activities, one's work routines)
    o   Describe abilities and skills (e.g., *I have a driver's license but I don't have a car.)*

    See also Appendix B: Supporting Grammar for High Beginning Level:
    -   Conjunctions

NRS LOW INTERMEDIATE ESL

National Reporting System (NRS) Educational Functioning Level Descriptors

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TEST BENCHMARKS

CASAS Reading STEPS: *scale score 207-216*
CASAS Listening STEPS: *scale score 202-211*
BEST Plus 3.0: *scale score 727-752*
BEST Literacy 2.0: *composite scale score 245-300*

The following EFL descriptors focus on the receptive skills of listening and reading.

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)[1]

ELLs ready to exit the Low Intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts, retell key details, answer questions about key details, explain how the theme is developed by specific details in texts, and summarize part of a text using a developing set of strategies.

ELLs ready to exit this level are able to, with support, explain the reasons an author or a speaker gives to support a claim and identify one or two reasons an author or a speaker gives to support the main point.

Using context, questioning, and a developing knowledge of English and their native language(s)' morphology, ELLs ready to exit this level are able to 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.

The following EFL descriptors focus on the productive skills of speaking and writing.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10) [1]

ELLs ready to exit this level are able to, with support, deliver short oral presentations and compose written informational texts about familiar texts, topics, or events. This includes developing the topic with a few details.

ELLs ready to exit this level are able to construct a claim about familiar topics. They can introduce the topic, provide sufficient reasons or facts to support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level are able to, with support, recount a sequence of events, with a beginning, middle, and end. They can introduce and develop an informational topic with facts and details, use common transitional words and phrases to connect events, ideas, and opinions, and provide a conclusion.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts and show developing

control of style and tone in spoken and written texts.

In their spoken and written texts, ELLs ready to exit this level can use an increasing number of general academic and content-specific words and expressions.

ELLs ready to exit this level are able to, with support, use simple phrases and clauses. They can produce and expand simple, compound, and a few complex sentences.

The following EFL descriptors focus on integrating listening, speaking, reading, and writing skills.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5) [1]

ELLs ready to exit this level are able to, participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues. They can build on the ideas of others, express their own ideas, ask and answer relevant questions, add relevant information and evidence, restate some of the key ideas expressed, follow rules for discussion, and ask questions to gain information or clarify understanding.

ELLs ready to exit this level are able to, with support, carry out short research projects to answer a question. They can, with support, gather information from multiple provided print and digital sources, paraphrase key information in a short written or oral report, include illustrations, diagrams, or other graphics as appropriate, and provide a list of sources.

[1]*Numbers in parentheses represent ELP Anchor Standards*

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 1
An ELL 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 ELL can use a developing set of strategies to:*

- **LI.1.1** - determine a central idea or theme in oral presentations and spoken and written texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify main idea and supporting details in short passages and articles on familiar and unfamiliar topics
    - Identify main idea and supporting details in conversations or oral presentations on familiar and new topics
    - Write notes or an outline (e.g., from class lessons, video or audio clips, or reading passages)
    - Identify a writer's or speaker's purpose (e.g., describe, inform)
    - Interpret simple charts and graphs

- **LI.1.2** - retell key details.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify main idea and supporting details in passages or articles on familiar and new topics
    - Paraphrase main idea and key details from spoken or written texts
    - Write notes or an outline (e.g., from class lessons, video or audio clips, or reading passages)

- **LI.1.3** - answer questions about key details.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify main idea and supporting details in passages or articles on familiar and new topics
    - Respond to classmates' requests for elaboration or clarification on details after giving an oral presentation
    - Answer text-dependent questions about key details

- **LI.1.4** - explain how the theme is developed by specific details in texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify main idea and supporting details in passages or articles on familiar and new topics
    - Write notes or an outline (e.g., from class lessons, video or audio clips, or reading passages)
    - Complete a graphic organizer illustrating the theme or main idea and key details of a text
    - Find evidence for a theme in a dialogue or audio/film clip

- **LI.1.5** - summarize part of a text.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify main idea and supporting details in passages or articles on familiar and new topics
    - Write simple notes or complete an outline (e.g., from class lessons, video or audio clips, or reading passages)
    - Complete a graphic organizer illustrating the main ideas and key details of a text

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor 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. *By the end of this level, an ELL can…*

- **LI.2.1** - participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in conversations (face-to-face, virtual, phone) in familiar contexts (e.g., employment, housing)
  - Participate in small talk in everyday situations (e.g., *How's it going? Nice weather today!*)
  - Write simple messages or emails (e.g., a request, complaint, cover letter)
  - Interview or survey classmates about familiar topics (e.g., culture, foods, family)

- **LI.2.2** - build on the ideas of others.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in small talk in everyday situations (e.g., *How's it going? Nice weather today!*)
  - Participate in conversations (face-to-face, virtual, phone) in familiar contexts (e.g., employment, housing)
  - Participate in social conversations (e.g., discussing vacation plans)

- **LI.2.3** - express his or her own ideas.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in conversations (face-to-face, virtual, phone) in familiar contexts (e.g., employment, housing)
  - Participate in social conversations (e.g., discussing vacation plans)
  - Express opinions giving reasons and examples (e.g., *I like my job because…, My favorite movie is _____ because…*)
  - Write paragraphs to share personal experiences and opinions
  - Give short presentations on familiar topics

- **LI.2.4** - ask and answer relevant questions.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Respond to requests for elaboration and clarification (e.g., *What do you mean?*)
  - Request elaboration and clarification in conversations (e.g., *I don't understand. Could you explain that?*)
  - Ask questions and answer appropriately to small talk in everyday situations (e.g., *How's it going? How was your weekend?*)
  - Participate in conversations (face-to-face, virtual, phone) in familiar contexts (e.g., employment, housing)

- **LI.2.5 - add relevant information and evidence.**

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)
  - Write a simple email (e.g., a request, complaint, or cover letter)
  - Give examples from personal experience or provided sources to support points expressed in conversation or written paragraphs

- **LI.2.6 - follow rules for discussion.**

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Make and respond to requests for elaboration (e.g., *Could you explain that? And what else?*)
  - Ask questions and respond appropriately to small talk in everyday situations (e.g., *How's it going? How was your weekend?*)
  - Participate in conversations (face-to-face, virtual, phone) in familiar contexts (e.g., employment, housing) by taking turns, asking and answering questions, refraining from interrupting, and giving others an opportunity to speak

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 3
An ELL can speak and write about level-appropriate complex literary and informational texts and topics. *By the end of this level, an ELL can, with support…*

- **LI.3.1** - deliver short oral presentations about familiar texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Give a how-to presentation (e.g., how to register for ESL class, how to have a garage sale) using detailed steps and sequence markers (e.g., *first, next, then*)
    - Create and present a poster
    - Give a presentation describing personal events (e.g., one's work routines) or skills (e.g., job, parenting)

- **LI.3.2** - compose written informational texts about familiar texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)
    - Write simple step-by-step instructions (e.g., a recipe, how to do something)
    - Write a simple email or letter (e.g., a request, complaint, or cover letter)
    - Prepare a simple resume using a model
    - Create an infographic for a familiar topic or event (e.g., community services, holiday celebration)

- **LI.3.3** - develop the topic with a few details about familiar texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Describe a process (e.g., how to register for ESL class, how to check tire pressure) using detailed steps and sequence markers (e.g., *first, next, then*)
    - Use examples and details to clarify meaning
    - Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 4
An ELL can construct level- appropriate oral and written claims and support them with reasoning and evidence.   *By the end of this level, an ELL can…*

- **LI.4.1** - construct a claim about familiar topics.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Express opinions giving reasons and examples (e.g., *I like my job because…, My favorite movie is _____ because…*)
    - Give a short oral presentation to convey an opinion or stance on a topic
    - Participate in a discussion or debate taking one side of an issue

- **LI.4.2** - introduce the topic.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Express an opinion or viewpoint to introduce a topic (e.g., *In my opinion…, Many believe…, According to….*)

- **LI.4.3** - provide sufficient reasons or facts to support the claim.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Give examples and details to clarify meaning
    - Express opinions giving reasons and examples (e.g., ___ *is a good job because…, I like living in ___ because…)*
    - Give a short oral presentation on an event or topic, citing evidence from supplied sources or personal experience
    - Participate in a discussion or debate taking one side of an issue and providing reasons to support that side

- **LI.4.4** - provide a concluding statement.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Use oral and written language that signals conclusion (e.g., *in conclusion, to summarize, for these reasons*)
    - Restate key details to conclude a paragraph or presentation

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. *By the end of this level, an ELL can, with support…*

- **LI.5.1** - carry out short research projects to answer a question.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Conduct internet searches to find specific information
  - Conduct surveys of classmates, family and community members on assigned topics (e.g., health habits, online shopping)
  - Interview classmates or others about assigned topics or current events

- **LI.5.2** - gather information from multiple provided print and digital sources.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Conduct internet searches to find specific information
  - Demonstrate understanding of a variety of text types (e.g., digital, print, audio, image, graphic)
  - Compare information from provided authentic sources (e.g., advertisements, articles, videos, community brochures)

- **LI.5.3** - paraphrase key information in a short written or oral report.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Categorize information collected from research
  - Compile and summarize results orally or in writing

- **LI.5.4** - Include illustrations, diagrams, or other graphics as appropriate.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use digital tools to prepare spreadsheets, pie charts, or bar graphs from research data
  - Conduct internet searches to find suitable images, videos, audio

- **LI.5.5** - Provide a list of sources.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Cite sources in oral and written presentations

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 6
An ELL can analyze and critique the arguments of others orally and in writing. *By the end of this level, an ELL can, with support…*

• **LI.6.1** - explain the reasons an author or a speaker gives to support a claim.
 	
    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Restate or summarize the main idea and supporting details in passages or articles on familiar and new topics
    o Make simple inferences and draw simple conclusions about oral and written texts

• **LI.6.2** - identify one or two reasons an author or a speaker gives to support the main point.
 	
    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o Identify main idea and supporting details in passages or articles on familiar and new topics
    o Create a graphic organizer to illustrate a writer's or speaker's claim and supporting reasons

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency Standards for Adult Education

ELP Anchor Standard 7
An ELL can adapt language choices to purpose, task, and audience when speaking and writing. *By the end of this level, an ELL can…*

- **LI.7.1** - adapt language choices and style according to purpose, task, and audience with developing ease in various social and academic contexts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Distinguish between polite and impolite language use (e.g., *Could you please give me that book?* vs. *Gimme that book.*)
    - Distinguish between formal and informal language use (e.g., language used with family and friends vs. a teacher or a boss)
    - Participate in workplace and social conversations (e.g., job interview, discussing vacation plans, chatting with a classmate)
    - Write a simple letter or email (e.g., a request, complaint, or cover letter)
    - Revise an informal text message to be a more formal email

- **LI.7.2** - use an increasing number of general academic and content specific words and expressions in spoken and written texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Write paragraphs with main idea, supporting details, and conclusion (e.g., descriptive or informative paragraph, accident report)
    - Write a simple letter or email (e.g., a request, complaint, or cover letter)
    - Prepare a simple resume using a model
    - Give a short oral presentation or write a report using precise academic and content vocabulary

- **LI.7.3** - show developing control of style and tone in spoken and written texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Distinguish between polite and impolite language use (e.g., *Could you please give me that book?* vs. *Gimme that book.*)
    - Distinguish between formal and informal language use (e.g., language used with family and friends vs. a teacher or a boss)
    - Participate in face-to-face and phone conversations in familiar formal/business contexts (e.g., employment, housing)
    - Participate in workplace and social conversations (e.g., discussing vacation plans, making small talk at work)
    - Write guided paragraphs (e.g., descriptive or informative paragraph, accident report)
    - Write a simple letter or email (e.g., a request, complaint, or cover letter)

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 8
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. *By the end of this level, an ELL can, using context, questioning, and a developing knowledge of English and their native language(s)' morphology,*

- **LI.8.1** - 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.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Predict meanings of unfamiliar vocabulary by using contextual clues in reading material on familiar and new topics
  - Predict the meaning of unfamiliar words by using knowledge of English morphology and native language morphology
  - Use knowledge of English grammar to make educated guesses of word meanings (e.g., nouns and pronoun referents, verb tense markers such as -ed and -ing)
  - Use available tools to clarify word meanings (e.g., dictionary, peers, translator)

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 9
An ELL can create clear and coherent level- appropriate speech and text. *By the end of this level, an ELL can, with support…*

- **LI.9.1** - recount a sequence of events, with a beginning, middle, and end.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Describe a process (e.g., how to register for ESL class, how to have a garage sale) using detailed steps and sequence markers (e.g., *first, next, then*)
    - Use language to indicate chronological order and sequence (e.g., *first*, *next*, *last*)
    - Write guided paragraphs relating information chronologically with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)
    - Write simple step-by-step instructions (e.g., a recipe, how to do something)
    - Give a how-to presentation or demonstration

- **LI.9.2** - introduce and develop an informational topic with facts and details.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Describe a process (e.g., how to register for ESL class, how to have a garage sale) using detailed steps and sequence markers (e.g., *first, next, then*)
    - Use a guided graphic organizer to develop a paragraph or short presentation
    - Write guided paragraphs relating information chronologically main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)

- **LI.9.3** - use common transitional words and phrases to connect events, ideas, and opinions*.*

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Use sequence markers (e.g., *first, next, last*) in speech and writing
    - Describe a process (e.g., how to register for ESL class, how to have a garage sale) using detailed steps and sequence markers (e.g., *first, next, then*)
    - Plan and present short speeches or written reports on familiar topics

    See also Appendix B: Supporting Grammar for Low Intermediate Level:
    - Coordinating Conjunctions
    - Subordinate Clauses

- **LI.9.4** - provide a conclusion.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Use oral and written language that signals conclusion (e.g., *in conclusion*, *to summarize*, *for these reasons*)
    - Restate key details to conclude a paragraph or presentation

NRS LOW INTERMEDIATE ESL (LI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 10

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

By the end of this level, an ELL can, with support…

- **LI.10.1** - use simple phrases.

   HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
   - Use a limited variety of phrases (e.g., prepositional, noun, adjective) in speech and writing
   - Describe a multi-step process (e.g., how to register for ESL class, directions to a location, how to have a garage sale) orally or in writing
   - Write paragraphs to share personal experiences and opinions
   - Give short presentations on familiar topics

   See also Appendix B: Supporting Grammar for Low Intermediate Level

- **LI.10.2** - use simple clauses.

   HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
   - Use a limited variety of clauses (e.g., main/independent, adverbial) in speech and writing
   - Describe a multi-step process (e.g., how to register for ESL class, directions to a location, how to have a garage sale) orally or in writing
   - Write paragraphs to share personal experiences and opinions
   - Give short presentations on familiar topics

   See also Appendix B: Supporting Grammar for Low Intermediate Level:
   - Subordinate Clauses

- **LI.10.3** - produce and expand simple, compound, and a few complex sentences.

   HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
   - Combine simple sentences using connectors/conjunctions (e.g., and, or, but)
   - Expand sentences through the use of different kinds of phrases (e.g., prepositional, adverb, adjective)
   - Produce sentences with subordinate clauses using subordinating conjunctions (after, before, because)
   - Add detail to simple sentences by adding words, clauses, and phrases
   - Write simple messages and emails (e.g., a request, complaint, cover letter)
   - Write paragraphs with main idea, supporting details, and conclusion (e.g., descriptive or informative paragraph, accident report)
   - Give a presentation describing personal events or skills

   See also Appendix B: Supporting Grammar for Low Intermediate Level

NRS HIGH INTERMEDIATE ESL

National Reporting System (NRS) Educational Functioning Level Descriptors

The following EFL descriptors focus on the receptive skills of listening and reading.

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)[1]

ELLs ready to exit the High intermediate ESL Level are able to determine a central idea or theme in oral presentations and spoken and written texts using an increasing range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze the reasoning in persuasive spoken and written texts and determine whether the evidence is sufficient to support the claim. They can cite textual evidence to support the analysis.

Using context, questioning, and an increasing knowledge of English morphology, ELLs ready to exit this level can 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.

The following EFL descriptors focus on the productive skills of speaking and writing.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10) [1]

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics, or events. This includes developing the topic with some relevant details, concepts, examples, and information and integrating graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a claim about a variety of topics. They can construct a claim, introduce the topic, provide logically ordered reasons or facts that effectively support the claim, and provide a concluding statement.

When producing written and spoken texts, ELLs ready to exit this level can recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure. They can introduce and develop an informational topic with facts, details, and evidence, and provide a concluding section or statement.

ELLs ready to exit this level can also adapt language choices and style according to purpose, task, and audience in various social and academic contexts and adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can also use a wider range of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use increasingly complex phrases and clauses, produce and expand simple, compound, and complex sentences, and use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

The following EFL descriptors focus on integrating listening, speaking, reading, and writing skills.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5) [1]

ELLs ready to exit this level are able to participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues. They can 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, and summarize the key points expressed.

ELLs ready to exit this level are able to 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, and use search terms effectively. They are able to 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, and cite sources appropriately.

[1]*Numbers in parentheses represent ELP Anchor Standards*

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 1
An ELL 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 ELL can use an increasing range of strategies to:*

- **HI.1.1** - determine a central idea or theme in oral presentations and spoken and written texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation)
    - Identify a writer's purpose (e.g., describe, inform, show cause/effect, compare/contrast, persuade)
    - Make inferences, draw conclusions, and predict outcomes in reading materials
    - Find evidence within oral or written texts that indicates main ideas
    - Interpret charts, tables, graphs, and other non-prose information

- **HI.1.2** - analyze the development of the themes/idea.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify the relationships among main ideas and key details in a variety of sources (e.g., from a conversation, news broadcast, or presentation)
    - Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade)
    - Make inferences, draw conclusions, and predict outcomes in reading materials
    - Produce a graphic organizer of the main ideas and supporting details in a text
    - Organize key details in a variety of contexts (e.g., by note taking, listing, or outlining)

- **HI.1.3** - cite specific details and evidence from texts to support the analysis.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify the main idea and key details in a variety of sources (e.g., conversation, news broadcast, or presentation)
    - Interpret charts, tables, graphs, and other non-prose information
    - Identify evidence from texts that support the writer's purpose (e.g., describe a person/place/event, show cause/effect, compare/contrast, persuade)

- **HI.1.4** - summarize a text.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
- Summarize the main ideas and supporting details in oral presentations and spoken and written texts
- Produce a graphic organizer of the main ideas and supporting details in a text

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor 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. *By the end of this level, an ELL can…*

- **HI.2.1** - participate in conversations, discussions, and written exchanges about a range of topics, texts, and issues.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  o Participate in conversations (face-to-face, virtual, and phone in familiar and unfamiliar contexts
  o Engage in a group discussion about current events
  o Write personal and work-related messages, emails, and other communications (e.g., cover letter, email to a utility, email to a congressperson)
  o Conduct surveys of classmates, family and community members (e.g., health habits, online shopping)
  o Interview classmates or others and report a summary

- **HI.2.2** - build on the ideas of others.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  o Participate in conversations (face-to-face, virtual, and phone in familiar and unfamiliar contexts Use collaborative skills in a group (e.g., agree, disagree, compromise)
  o Respond to oral and written communication in a variety of contexts (e.g., social conversation, workplace, email)
  o Ask questions or give feedback following classmates' presentations

- **HI.2.3** - express his or her own ideas.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  o Participate in conversations (face-to-face, virtual, and phone in familiar and unfamiliar contexts
  o Engage in a conversation about future academic, career or personal goals
  o Write multiple paragraphs to compare/contrast, show cause/effect, describe, and narrate
  o Write personal and work-related messages, emails, and other communications (e.g., cover letter, email to a utility, email to a congressperson)
  o Give short presentations on familiar and unfamiliar topics

- **HI.2.4** - clearly support points with specific and relevant evidence.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  o Give short oral informative or persuasive presentations and support each point with evidence from provided or other sources
  o Write multiple paragraphs to compare/contrast, show cause/effect, describe, and narrate
  o Produce a short slideshow expressing opinions on a topic, providing evidence for the viewpoint taken

- **HI.2.5** - ask and answer questions to clarify ideas and conclusions.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Use paraphrasing and elaboration to clarify meaning in oral and written communications (e.g., workplace conversations, emails)
    - Ask questions and request elaboration or clarification during conversations and written communications (e.g., workplace emails)
    - Conduct surveys or interviews of classmates, family and community members on assigned topics (e.g., health habits, online shopping)

- **HI.2.6** - summarize the key points expressed.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Organize key details in familiar and unfamiliar contexts (e.g., by note taking, listing, or outlining)
    - Summarize the main ideas and supporting details in spoken and written texts (e.g., student presentations, news articles)
    - Complete a graphic organizer of the main ideas and supporting details in a text
    - Report orally or in writing the findings of an interview or survey

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 3

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

By the end of this level, an ELL can…

- **HI.3.1** - deliver oral presentations about a variety of texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o   Present short speeches or oral reports (e.g., comparison between customs or traditions in native country and those of the U.S., how-to demonstration, informational report)
    o   Create and present a poster or slides about a topic

- **HI.3.2** - compose written informational texts about a variety of texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o   Write multi-paragraph compare/contrast, cause/effect, descriptive, and narrative essays
    o   Write personal and work-related emails and other communications (e.g., cover letter, email to a utility, email to a congressperson)

- **HI.3.3** - develop the topic with some relevant details, concepts, examples, and information about a variety of texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o   Organize multi-paragraph compare/contrast, cause/effect, descriptive, and narrative essays
    o   Research a topic using provided or other sources and summarize findings in an oral or written report

- **HI.3.4** - integrate graphics or multimedia when useful about a variety of texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o   Present short speeches, written reports, or oral reports utilizing images, videos, audio clips, slides, graphs, charts, etc. (e.g., on job training requirements)
    o   Use online search strategies to locate desired images or media to incorporate into reports
    o   Select or create visuals to support a point

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

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

By the end of this level, an ELL can…

- **HI.4.1** - construct a claim about a variety of topics.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Present speeches or oral reports to convey an opinion or stance on a topic (e.g., daylight savings time, plastic shopping bags)
  - Write multi-paragraph argumentative, persuasive, compare/contrast, and cause/effect essays
  - Participate in discussions on the 'best' or 'worst' of something (e.g., travel destinations, jobs) to construct a claim and support it with personal experiences or travel reviews.
  - Engage in a debate, presenting one side of an issue.

- **HI.4.2** - introduce the topic.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Express a belief, viewpoint, or opinion in the opening to a speech, oral report, essay, or debate
  - Present background information to introduce a topic

- **HI.4.3** - provide logically ordered reasons or facts that effectively support the claim.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use transitions (e.g., *however, next, in addition*) to connect ideas
  - Organize evidence and reasons to support a claim made in a speech, report, essay, or debate

- **HI.4.4** - provide a concluding statement.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use oral and written language that signals conclusion (e.g., *in conclusion, to summarize, for these reasons*)
  - Summarize key points to conclude a speech, report, essay, or debate

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. *By the end of this level, an ELL can…*

- **HI.5.1** - carry out both short and more sustained research projects to answer a question.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Conduct internet searches to find specific information
    - Conduct surveys of classmates, family and community members on assigned topics (e.g., health habits, online shopping)
    - Interview classmates or others about assigned topics or current events
    - Use provided reference materials (e.g., internet and library resources, digital thesaurus)

- **HI.5.2** - gather information from multiple print and digital sources

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Interpret charts, tables, graphs, and other non-prose information
    - Make inferences and draw conclusions from a variety of texts
    - Demonstrate understanding of a variety of text types (e.g., news articles, videos) on familiar and unfamiliar topics

- **HI.5.3** - evaluate the reliability of each source

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify a writer's purpose (e.g., show cause/effect, compare/contrast, persuade)
    - Distinguish between reliable and unreliable sources of information
    - Compare and contrast information from provided sources to determine reliability

- **HI.5.4** - use search terms effectively

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Conduct guided internet searches to find specific information

- **HI.5.5** - synthesize information from multiple print and digital sources

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Demonstrate understanding of a variety of text types (e.g., news articles, videos) on familiar and unfamiliar topics
    - Make inferences and draw conclusions from a variety of texts
    - Compare and summarize the main ideas and supporting details from two or more texts
    - Organize key details by note taking, using simple outlines, or using graphic organizers
    - Write guided paragraphs, reports, or brief essays to inform, show cause/ effect, or compare/contrast information

- **HI.5.6** - integrate information into an organized oral or written report

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Compare and summarize the main ideas and supporting details from two or more texts
    - Organize key details by note taking, using simple outlines, or using graphic organizers
    - Plan brief organized oral or written reports of collected information using simple outlines or graphic organizers.
    - Write guided paragraphs, reports, or brief essays to inform, show cause/ effect, or compare/contrast information
    - Present research findings to an audience (e.g., classmates or community members)

- **HI.5.7** - include illustrations, diagrams, or other graphics as appropriate

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Use provided digital tools to prepare spreadsheets, pie charts, or bar graphs from research data

- **HI.5.8** - cite sources appropriately.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Cite different types of sources (e.g., photos, news articles, websites) in oral and written presentations

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

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

By the end of this level, an ELL can…

- **HI.6.1** - analyze the reasoning in persuasive spoken and written texts.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Distinguish between persuasive texts and other text types
  - Identify a writer's purpose (e.g., to persuade, argue, or provide an opinion)
  - Identify the main ideas and supporting details in oral or written texts
  - Make inferences and draw conclusions about oral or written texts
  - Produce a graphic representation illustrating the reasoning and evidence in a text

- **HI.6.2** - determine whether the evidence is sufficient to support the claim.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Interpret charts, tables, graphs, and other non-prose information
  - Make inferences and draw conclusions about the accuracy and reliability of points made in oral or written texts
  - Create a graphic representation showing connections between the writer or speaker's claim and the supporting evidence they provide
  - Evaluate sources of information for validity and accuracy

- **HI.6.3** - cite textual evidence to support the analysis.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Interpret charts, tables, graphs, and other non-prose information
  - Make inferences and draw conclusions about oral or written texts
  - Use language that signals quoted text (e.g., *according to the author*, *the speaker claims that*)

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 7
An ELL can adapt language choices to purpose, task, and audience when speaking and writing. *By the end of this level, an ELL can…*

- **HI.7.1** - adapt language choices and style according to purpose, task, and audience in various social and academic contexts.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in a wide range of social, academic and workplace interactions using formal or informal language as appropriate (e.g., job interviews, casual conversations)
  - Present short, formal/academic speeches or oral reports
  - Write letters, emails, and other communications using formal or informal language as appropriate
  - Revise an informal message to use a formal tone

- **HI.7.2** - use a wider range of complex general academic and content- specific words and phrases.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Present short, formal/academic speeches or oral reports
  - Write guided multi-paragraph essays using an appropriate register
  - Prepare a resume
  - Write a cover letter or a formal email to a congressperson

- **HI.7.3** - adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in a wide range of social, academic and workplace interactions using formal or informal language as appropriate (e.g., job interviews, casual conversations)
  - Present short, formal/academic speeches or oral reports
  - Write guided multi-paragraph essays using an appropriate register
  - Write letters, emails, and other communications using an appropriate tone (e.g., respectful, joking, serious)

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 8
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. *By the end of this level, an ELL can, using context, questioning, and an increasing knowledge of English morphology,*

- **HI.8.1** - 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.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    o   Demonstrate understanding of high-frequency idioms (e.g., *learn something by heart, get fired, piece of cake*)
    o   Predict the meaning of unfamiliar vocabulary in oral and written text by using contextual clues
    o   Predict the meaning of unfamiliar vocabulary by using one's knowledge of English morphology and native language morphology
    o   Use knowledge of English grammar to make educated guesses of word meanings (e.g., nouns and pronoun referents, verb tense markers such as -ed and -ing)
    o   Use context to identify figurative and connotative language in oral and written text
    o   Identify evidence within an oral or written text that indicates word meaning

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 9
An ELL can create clear and coherent level- appropriate speech and text.
By the end of this level, an ELL can…

- **HI.9.1** - recount a longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Present a how-to demonstration
  - Use transitions (e.g., however, next, in addition) to connect ideas
  - Create a timeline to show a sequence of events from personal experience or based on an oral or written text
  - Write short letters and emails to relate a sequence of events (e.g., to a landlord to resolve a problem, to a new co-worker explaining how to do a task)

- **HI.9.2** - introduce and develop an informational topic with facts, details, and evidence.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use a graphic organizer (e.g., outline, timeline, concept map) to develop an essay or oral presentation
  - Plan and present brief organized oral or written reports of collected information using simple outlines or graphic organizers
  - Write guided paragraphs, reports, or brief essays to inform, show cause/ effect, or compare/contrast information

- **HI.9.3** - use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Plan and present short speeches or oral reports
  - Use transitions (e.g., sequence markers, restating ideas) to connect ideas
  - Employ academic words that signal text structure (e.g., compare/contrast, cause/effect, sequence)

  See also Appendix B: Supporting Grammar for High Intermediate Level:
  - Coordinating Conjunctions
  - Subordinate Clauses

- **HI.9.4** - provide a concluding section or statement.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use oral and written language that signals conclusion (e.g., *in summary*, *to conclude*, *for these reasons*)
  - Summarize key points to conclude a speech or report

NRS HIGH INTERMEDIATE ESL (HI)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 10
An ELL can demonstrate command of the conventions of standard English to communicate in level- appropriate speech and writing. *By the end of this level, an ELL can…*

- **HI.10.1** - use increasingly complex phrases.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use some phrases (e.g., prepositional, phrasal verbs, noun phrases) in speech and writing
  - Write personal and work-related messages, emails, and other communications (e.g., cover letter, email to a utility, email to a congressperson
  - Give short presentations on familiar and unfamiliar topics

  See also Appendix B: Supporting Grammar for High Intermediate Level

- **HI.10.2** - use increasingly complex clauses.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use some clauses (e.g., subordinate, conditional, adverbial, noun) in speech and writing
  - Write personal and work-related messages, emails, and other communications (e.g., cover letter, email to a utility, email to a congressperson
  - Give short presentations on familiar and unfamiliar topics

  See also Appendix B: Supporting Grammar for High Intermediate Level:
  - Subordinate Clauses

- **HI.10.3** - produce and expand simple, compound, and complex sentences.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Expand and add detail to speech and writing by using some phrases and clauses
  - Revise written text to add explanations and descriptions
  - Write multi-paragraph compare/contrast, cause/effect, descriptive, and narrative essays
  - Give short oral informative or persuasive presentations

  See also Appendix B: Supporting Grammar for High Intermediate Level

NRS ADVANCED ESL LEVEL

National Reporting System (NRS) Educational Functioning Level (EFL) Descriptors

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TEST BENCHMARKS

CASAS Reading STEPS: *scale score 228-238*
CASAS Listening STEPS: *scale score 222-231*
BEST Plus 3.0: *scale score 786-849*
BEST Literacy 2.0: *not valid at this level*

The following EFL descriptors focus on the receptive skills of listening and reading.

Interpretive: The ability to process, understand, interpret and/or engage with level-appropriate literary and informational written and spoken text to construct meaning (1, 6, 8)[1]

ELLs ready to exit the Advanced ESL Level are able to determine central ideas or themes in oral presentations and spoken and written texts using a wide range of strategies. They can analyze the development of the themes/ideas, cite specific details and evidence from texts to support the analysis, and summarize a text.

ELLs ready to exit this level are able to analyze and evaluate the reasoning in persuasive spoken and written texts, determine whether the evidence is sufficient to support the claim, and cite specific textual evidence to thoroughly support the analysis.

Using context, questioning, and consistent knowledge of English morphology, ELLs ready to exit this level are able to 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.

The following EFL descriptors focus on the productive skills of speaking and writing.

Productive: The ability to produce level-appropriate written and spoken text such that it meaningfully transmits meaning (3, 4, 7, 9, 10) [1]

ELLs ready to exit this level are able to deliver oral presentations and compose written informational texts about a variety of texts, topics or events. They can fully develop the topic with relevant details, concepts, examples, and information, and integrate graphics or multimedia when appropriate.

ELLs ready to exit this level are able to construct a substantive claim about a variety of topics. They can introduce the claim and distinguish it from a counter-claim. They are able to provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim, and provide a conclusion that summarizes the argument presented.

ELLs ready to exit this level are able to recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological order. They can 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, and provide a concluding section or statement.

ELLs ready to exit this level are able to adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts. They can employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

In their spoken and written texts, ELLs ready to exit this level can use a wide variety of complex general academic and content-specific words and phrases.

ELLs ready to exit this level will use complex phrases and clauses and produce and expand simple, compound, and complex sentences.

The following EFL descriptors focus on integrating listening, speaking, reading, and writing skills.

Interactive: The ability to process and produce level-appropriate written and spoken text interactively with the purpose of understanding, interpreting, engaging in and transmitting meaning (2, 5) [1]

ELLs ready to exit this level are able to participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues. They can build on the ideas of others, express their own ideas clearly and persuasively, refer to specific and relevant evidence from texts or research to support their ideas, ask and answer questions that probe reasoning and claims, and summarize the key points and evidence discussed.

ELLs ready to exit this level are able to carry out both short and more sustained research projects to answer a question or solve a problem. They can gather information from multiple print and digital sources, evaluate the reliability of each source, and use advanced search terms effectively. They can 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, and cite sources appropriately.

[1]*Numbers in parentheses represent ELP Anchor Standards*

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 1

An ELL 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 ELL can use a wide range of strategies to:

- **AE.1.1** - determine a central idea or theme in oral presentations and spoken and written texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Find evidence for the central idea, message or theme in a variety of sources (e.g., from a lecture, news broadcast, historical speech, or presentation)
    - Identify a writer's purpose (e.g., show cause/effect, compare/contrast, persuade)
    - Make inferences, draw conclusions, and predict outcomes in a wide range of reading materials
    - Identify the organizational structure of a variety of spoken and written texts
    - Interpret charts, tables, graphs, and other non-prose information

- **AE.1.2** - analyze the development of the themes/ideas.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify the overarching idea, message or theme in a variety of sources (e.g., from a lecture, news broadcast, historical speech, or presentation)
    - Identify a writer's purpose (e.g., describe a person/place/event, show cause/effect, compare/contrast, persuade)
    - Summarize the theme, main ideas and supporting details in reading materials
    - Make inferences, draw conclusions, and predict outcomes in reading materials
    - Create a graphic organizer to illustrate the development of the themes and ideas in a spoken or written text

- **AE.1.3** - cite specific details and evidence from texts to support the analysis.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Find evidence for the central idea, message or theme in a variety of sources (e.g., from a lecture, news broadcast, historical speech, or presentation)
    - Interpret charts, tables, graphs, and other non-prose information
    - Identify details that support a writer's purpose (e.g., describe a person/place/event, show cause/effect, compare/contrast, persuade)
    - Create a graphic organizer to illustrate the development of the themes and ideas in a spoken or written text

- **AE.1.4** - summarize a text.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Summarize the theme, main ideas and supporting details in reading materials, presentations, audio or video text
    - Create a graphic organizer to illustrate the development of the themes and ideas in a spoken or written text

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor 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. *By the end of this level, an ELL can…*

- **AE.2.1** - participate in conversations, extended discussions, and written exchanges about a range of substantive topics, texts, and issues.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in conversations (face-to-face, virtual, phone) in a wide range of familiar and unfamiliar contexts
  - Write formal emails and letters (e.g., cover letter, email to a utility, email to a congressperson)
  - Participate in a debate on an assigned topic

- **AE.2.2** - build on the ideas of others.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in conversations (face-to-face, virtual, phone) in a wide range of familiar and unfamiliar contexts
  - Use collaborative skills in a group (e.g., agree, disagree, compromise)
  - Paraphrase or summarize others' ideas to confirm understanding
  - Use gambits to comment on and add to classmates' ideas during discussions (e.g., *I'd like to add…*, *I like your idea but could you clarify…*)

- **AE.2.3** - express his or her own ideas clearly and persuasively.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in conversations (face-to-face, virtual, phone) in a wide range of familiar and unfamiliar contexts
  - Write multi-paragraph essays to describe a person/place/event, show cause/effect, compare/contrast, or persuade
  - Write formal letters and emails (e.g., cover letter, email to a utility, email to a congressperson)
  - Give oral presentations in academic or workplace contexts

- **AE.2.4** - refer to specific and relevant evidence from texts or research to support his or her ideas.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Cite sources within short speeches or oral reports
  - Cite evidence when writing multi-paragraph essays to describe a person/place/event, show cause/effect, compare/contrast, or persuade
  - Produce a slideshow expressing opinions and providing evidence for the viewpoint taken

- **AE.2.5** - ask and answer questions that probe reasoning and claims.

HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
- o Use paraphrasing and elaboration to clarify meaning
- o Ask questions and provide feedback on classmates' oral presentations or writing with regard to organization, logic, reasoning and evidence for claims
- o Respond to questions from listeners or readers with explanations, elaborations, examples, and clarifications
- o Ask follow-up questions to clarify a speaker's thoughts or position

- **AE.2.6** - summarize the key points and evidence discussed.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - o Organize key details in a wide variety of contexts (e.g., by note taking, listing, or outlining)
  - o Summarize the key points and evidence given in an oral or written communication

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 3
An ELL can speak and write about level-appropriate complex literary and informational texts and topics. *By the end of this level, an ELL can…*

- **AE.3.1** - deliver oral presentations about a variety of texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Present speeches or oral reports on a variety of topics (e.g., review of a book or website, healthcare system in one's country compared to the U.S., a current event)
    - Participate in a debate

- **AE.3.2** - compose written informational texts about a variety of texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude
    - Write multi-paragraph comparison/contrast, cause/effect, informative, and persuasive essays
    - Write formal letters, emails, and other communications (e.g., cover letter, email to a utility, email to a congressperson)

- **AE.3.3** - fully develop the topic with relevant details, concepts, examples, and information about a variety of texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Write clearly organized multi-paragraph comparison/contrast, cause/effect, informative, and persuasive essays
    - Cite sources and provide evidence for ideas expressed in presentations and reports

- **AE.3.4** - integrate graphics or multimedia when useful about a variety of texts, topics, or events.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Present multimedia speeches or oral reports on a variety of topics (e.g., review of a book or website, healthcare system in one's country compared to the U.S., a current event)
    - Select or create visual and auditory elements (e.g., slides, video, audio, music, photos, or other media) to support speeches or oral reports

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 4

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

By the end of this level, an ELL can…

- **AE.4.1** - construct a substantive claim about a variety of topics.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Express a belief, viewpoint or opinion and provide detailed evidence and reasoning to support it
    - Present clearly organized speeches or oral reports on a variety of topics (e.g., review of a book or website, a current issue)
    - Write multi-paragraph compare/contrast, cause/effect, and persuasive essays
    - Participate in a debate

- **AE.4.2** - introduce the claim.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Present background information to introduce a claim
    - Express a belief, viewpoint or opinion in the opening to a speech, oral report, essay, or debate

- **AE.4.3** - distinguish it from a counter-claim.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Provide an opposing viewpoint, opinion or belief in a speech, report or essay
    - Use language that indicates opposition (e.g., *however*, *in contrast*) to introduce an opposing viewpoint or claim
    - Participate in a debate

- **AE.4.4** - provide logically ordered and relevant reasons and evidence to support the claim and to refute the counter-claim.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Provide organized evidence and reasons to support a claim made in a speech, report, essay, or debate
    - Cite sources of evidence using academic conventions (e.g., footnotes, in-text citations, references page)

- **AE.4.5** - provide a conclusion that summarizes the argument presented.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Summarize key points to conclude a speech, report, essay, or debate

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. *By the end of this level, an ELL can…*

- **AE.5.1** - carry out both short and more sustained research projects to answer a question or solve a problem.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Conduct internet searches about a variety of topics
    - Conduct surveys and interviews on a variety of topics (e.g., community problems, environmental issues, current events)
    - Use reference materials (e.g., databases, internet and library resources, digital thesaurus)

- **AE.5.2** - gather information from multiple print and digital sources.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Interpret a variety of prose and non-prose sources of information on familiar and unfamiliar topics (e.g., charts, tables, graphs, news articles, videos)
    - Make inferences, draw conclusions, and predict outcomes from a variety of sources

- **AE.5.3** - evaluate the reliability of each source.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify a writer's purpose (e.g., inform, show cause/effect, compare/contrast, persuade)
    - Distinguish between reliable and unreliable sources of information
    - Compare and contrast information across a variety of sources to determine validity of information

- **AE.5.4** - use advanced search terms effectively

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Conduct internet searches using keywords, multi-word phrases and filters to find specific information

- **AE.5.5** - synthesize information from multiple print and digital sources

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Demonstrate understanding of a variety of text types (e.g., news articles, videos) on familiar and unfamiliar topics
    - Organize key details by note taking, using outlines, or using graphic organizers
    - Make inferences, draw conclusions, and predict outcomes from a variety of sources
    - Compare and summarize the main ideas and supporting details across multiple sources
    - Write reports or essays to inform, compare/contrast information, or show cause/effect

- **AE.5.6** - analyze and integrate information into clearly organized spoken and written text.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Analyze collected information to draw conclusions
  - Compare and summarize the main ideas and supporting details across multiple sources
  - Plan and produce organized oral or written reports based on an analysis of collected research data
  - Write reports or essays to inform, compare/contrast, or show cause/effect
  - Present research findings to an audience (e.g., classmates, community members, elected officials)

- **AE.5.7** - include illustrations, diagrams, or other graphics as appropriate.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use digital tools to prepare spreadsheets, pie charts, or bar graphs from research data
  - Prepare slides, infographics, or other materials to share research and analyses

- **AE.5.8** - cite sources appropriately.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Cite different types of sources (e.g., photos, videos, news articles, websites) in oral and written presentations
  - Prepare a list of references using a standard citation format

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 6
An ELL can analyze and critique the arguments of others orally and in writing.
By the end of this level, an ELL can…

- **AE.6.1** – analyze and evaluate the reasoning in persuasive spoken and written texts.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify the claim and supporting points made in a variety of persuasive texts (e.g., advertisement, interview, or presentation)
    - Make inferences, draw conclusions, and predict outcomes in persuasive texts
    - Examine the writer or speaker's reasoning and evidence in persuasive texts
    - Determine whether the writer or speaker has made logical connections between the evidence and their conclusions

- **AE.6.2** - determine whether the evidence is sufficient to support the claim.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Identify gaps in reasoning within persuasive texts
    - Identify the claim and supporting points in a variety of persuasive texts (e.g., advertisement, interview, or presentation)
    - Identify the kinds of evidence the writer/speaker provides (e.g., examples, statistics, anecdotes)
    - Make inferences, draw conclusions, and predict outcomes in persuasive texts
    - Evaluate the credibility of the evidence the writer or speaker provides in persuasive texts
    - Decide if a writer or speaker has made logical conclusions from the evidence given

- **AE.6.3** - cite specific textual evidence to thoroughly support the analysis.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Interpret charts, tables, graphs, and other non-prose information provided with persuasive texts
    - Make inferences, draw conclusions, and predict outcomes in persuasive texts
    - Use language that signals quoted text (e.g., *according to the author*, *the speaker claims that*)
    - Cite evidence using academic conventions (e.g., quotations, footnotes, in-text citations)

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 7

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

By the end of this level, an ELL can…

- **AE.7.1** - adapt language choices and style according to purpose, task, and audience with ease in various social and academic contexts.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Participate in a wide range of social and workplace interactions using formal or informal language as appropriate
  - Present speeches or oral reports using formal academic language
  - Prepare a resume
  - Write formal letters, emails, and other communications (e.g., cover letter, email to a utility, email to a congressperson)

- **AE.7.2** - use a wide variety of complex general academic and content- specific words and phrases.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Present speeches or oral reports using formal academic language
  - Write multi-paragraph compare/contrast, cause/effect, informative, and narrative essays
  - Prepare a resume

- **AE.7.3** – employ both formal and more informal styles and tones effectively in spoken and written texts, as appropriate.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Present speeches or oral reports using formal academic language
  - Write formal letters, emails, and other communications (e.g., cover letter, email to a utility, email to a congressperson)
  - Identify the tone (e.g., sincere, humorous, sarcastic, respectful) of written or spoken texts
  - Modify tone to convey intent of one's message (e.g., serious, joking, sincere, caring)

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 8
An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. *By the end of this level, an ELL can, using context, questioning, and consistent knowledge of English morphology,*

- **AE.8.1** - 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.

    HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Demonstrate understanding of high-frequency idioms (e.g., *learn something by heart, under the weather, give up, piece of cake*)
    - Predict the meaning of unfamiliar vocabulary in oral and written text by using contextual clues
    - Predict the meaning of unfamiliar words by using one's knowledge of English morphology and native language morphology
    - Use knowledge of English grammar to make educated guesses of word meanings (e.g., nouns and pronoun referents, word order)
    - Use context to distinguish between denotative and connotative meanings of words
    - Use context to identify figurative use of language in spoken and written texts

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 9

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

By the end of this level, an ELL can…

- **AE.9.1** - recount a complex and detailed sequence of events or steps in a process, with an effective sequential or chronological structure.

    ### HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Present speeches or oral reports describing a process or a sequence of events (e.g., how to repair a household appliance, details of a car accident)
    - Write multi-paragraph essays to recount events
    - Create a timeline or other graphic to represent a chronological or sequential text or presentation
    - Write letters and emails to relate a sequence of events (e.g., email to a landlord to resolve a problem, email to a new coworker explaining how to do a task)

- **AE.9.2** - introduce and effectively develop an informational topic with facts, details, and evidence.

    ### HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Prepare and present speeches or oral reports
    - Use transitions (e.g., restating ideas, summarizing, using sequence markers) to connect ideas
    - Provide adequate background information to introduce a topic to various audiences (e.g., classmates, co-workers)
    - Write reports or essays to inform, compare/contrast, or show cause/effect

- **AE.9.3** - use complex and varied transitions to link the major sections of speech and text and to clarify relationships among events and ideas.

    ### HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Present speeches or oral reports
    - Use transitions (e.g., rhetorical questions, summarizing, sequence markers) to connect ideas
    - Write multi-paragraph essays to inform, compare/contrast, or show cause/effect

    See also Appendix B: Supporting Grammar for Advanced ESL Level:
    - Coordinating Conjunctions
    - Subordinate Clauses

- **AE.9.4** - provide a concluding section or statement.

    ### HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
    - Summarize key points to conclude a speech or oral report

NRS ADVANCED ESL (AE)
English Language Proficiency (ELP) Standards for Adult Education

ELP Anchor Standard 10
An ELL can demonstrate command of the conventions of standard English to communicate in level- appropriate speech and writing.   *By the end of this level, an ELL can…*

- **AE.10.1** - use complex phrases and clauses.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Use a variety of clauses (e.g., subordinate, adverbial, noun) in speech and writing
  - Use a variety of phrases (e.g., prepositional, phrasal verbs, noun phrases) in speech and writing
  - Participate in a debate on an assigned topic
  - Write formal emails and letters (e.g., cover letter, email to a utility, email to a congressperson)
  - Give oral presentations in academic or workplace contexts

  See also Appendix B: Supporting Grammar for Advanced ESL Level

- **AE.10.2** - produce and expand simple, compound, and complex sentences.

  HOW STUDENTS MIGHT DEMONSTRATE THIS STANDARD
  - Add detail to oral and written text by using a variety of clauses (e.g., subordinate, adverbial, noun)
  - Add detail to oral and written text using a variety of phrases (e.g., prepositional, noun, phrasal verbs)
  - Write multi-paragraph comparison/contrast, cause/effect, informative, and persuasive essays
  - Present multimedia speeches or oral reports on a variety of topics
  - Present speeches or oral reports describing a process or a sequence of events (e.g., how to repair a household appliance, details of a car accident)

  See also Appendix B: Supporting Grammar for Advanced ESL Level

Appendix A

Corresponding College & Career Readiness Standards

As explained on pages 2-3, the English Language Proficiency Standards (ELPS) were developed to complement the College & Career Readiness Standards (CCRS). Each ELP Anchor Standard correlates to one or more College & Career Readiness Anchor Standard for Reading, Writing, and/or Listening and Speaking. The CCRS are part of the *Illinois ABE/ASE Language Arts Content Standards*.

The tables in Appendix A list the ELP Anchor Standards and their corresponding CCR Anchor Standards. These correlations can help to clarify the performance targets of the ELP Anchor Standards and assist instructors and others to prepare standards-based lessons that will enable students to transition from English language instruction to ABE/ASE instruction, post-secondary education, or career training.

English Language Proficiency Standards (ELPS) and
Corresponding College and Career Readiness
English Language Arts and Literacy Standards (CCRS)

ELP Anchor Standard 1

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

Reading

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

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

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

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

Speaking and Listening

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

ELP Anchor 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.

Writing

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

Speaking and Listening

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

ELP Anchor Standard 3

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

Writing

CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Speaking and Listening
CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

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

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

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

Writing
CCR Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCR Anchor 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCR Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening
CCR Anchor 4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
CCR Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

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

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

Writing

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

Speaking and Listening

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

ELP Anchor Standard 7

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

Writing

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

Speaking and Listening

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

Language

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

ELP Anchor Standard 8

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

Reading

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

Language

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

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

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

Reading

CCR 1E: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RI/RL.9-10.1) [The correspondence determined in the ELPA21 ELP Anchor Standards was at a granular level instead of at the anchor-standard level.]

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

CCR Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
CCR Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Speaking and Listening

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

Illinois Addition
Writing
CCR Anchor 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Language

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

Appendix B
Supporting Grammar

ELP Anchor Standard 10 focuses on the grammar and mechanics of English: *An ELL can demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.*

Grammar structures should not be taught in isolation but rather should support the other ELP Standards. For example, when teaching **HI.9.3** - *use a variety of more complex transitions to link the major sections of speech and text and to clarify relationships among events and ideas*, it would be appropriate to focus on coordinating conjunctions and subordinate clauses. The chart below can be used to determine which grammatical structures are appropriate to teach at each level.

> X = Taught and practiced in these levels;
> reviewed and applied in subsequent levels.

GRAMMATICAL STRUCTURES	LEVELS					
	BL	LB	HB	LI	HI	AE
NOUNS						
Singular/plural *(egg, eggs; child, children)*	X	X	X			
Count/non-count *(I like orange juice. I like cookies.)*	X	X	X			
Possessive *'s* (*Anna's pencil.)*	X	X	X			
PRONOUNS						
Subject *(I, you, he, she, it, we, they)*	X	X	X			
Demonstrative *(this, that, these, those)*	X	X	X			
Object *(me, you, him, her, us, them)*		X	X	X		
Possessive *(mine, yours, his, hers, ours, theirs)*		X	X	X		
Indefinite *(e.g., anything, no one, everybody)*				X	X	X
Reflexive *(myself, yourself, herself, himself, ourselves, themselves)*					X	X
BE						
Be + adjective or noun *(She is smart. She is a doctor.)*	X	X	X			
Contractions *(I'm, he's, etc.)*	X	X	X			
Present tense *(am, is, are)*	X	X				
Past tense *(was, were)*	X	X	X			
SUBJECT-VERB AGREEMENT *(e.g., I like, you like, he/she likes)*	X	X	X	X		
VERBS						
Imperative *(Look out! Stop! No smoking.)*	X	X	X			
Simple present, present continuous	x	X	X			
Simple past, future *(going to, will)*		X	X	X		
Past continuous				X	X	X
Present perfect					X	X
Present perfect continuous, past perfect, past perfect continuous, future continuous					X	X
Future perfect , future perfect continuous						X
ADJECTIVES						
Adjective + noun *(red dress)*	X	X	X			
Demonstrative *(this book)*	X	X	X			
Possessive *(my, your, his, her, our, their)*	X	X	X	X		
Indefinite *(any, many, much, some, a lot of)*		X	X	X		

GRAMMATICAL STRUCTURES	LEVELS					
	BL	**LB**	**HB**	**LI**	**HI**	**AE**
PREPOSITIONS						
Of place *(in, on, under, at, on top of)*	X	X	X	X		
Of time *(at, from, by, on, in)*		X	X	X		
QUESTIONS						
Yes/no questions *(Do you have a job?)*	X	X	X			
"Wh- questions" *(who, what, where, when, how much, how many, why, how, which, whose)*	X	X	X	X		
Embedded questions *(Do you know where he is? Do you know if he is here?)*					X	X
CONJUNCTIONS						
And, or *(cookies and milk, a dime or two nickels)*	X	X				
Both … and *(both Maria and Anna)*				X	X	
Either … or *(either Maria or Anna)*				X	X	
Coordinating Conjunctions: *and, or, but, so* *(I wanted to go to the movies, but I had to work.)*			X	X	X	
ARTICLES *(a, an, the)*	X	X	X	X		
ADVERBS						
Of frequency *(always, sometimes, never)*		X	X	X		
Of place *(here, there)*	X	X	X			
Of time *(today, tonight, tomorrow, etc.)*	X	X	X			
Intensifiers *(very, too, enough, so)*			X	X	X	
Of manner *(easily)*				X	X	
Of time *(already/yet, for/since, ago)*					X	X
IMPERSONAL SUBJECTS						
It *(It's raining today.)*	X	X	X	X		
There is, there are *(There's a car in the garage. There are two trees in back.)*	X	X	X	X		
MODAL VERBS						
Can: *ability (I can speak English.)*	X	X	X			
Can/May/Could: *permission (Can/may/could I smoke?)*		X	X	X		
Have to, must: *obligation* *(I have to leave now. You must stop that.)*			X	X		
Could: *past ability (I could lift 30 pounds last year.)*				X	X	
Could/might/may: *possibility* *(There could/might/may be a problem.)*				X	X	
Should/ought to: *advice (You should/ought to get a job.)*				X	X	
Will/would/can/could: *polite requests* *(Will/would/can/could you open the door?)*				X	X	
Be able to *(I'm not able to come.)*				X	X	X
Be supposed to: *obligation (You're supposed to sign in.)*				X	X	X
Perfect modals: *should have, would have, could have* *(You should have signed in.)*					X	X
Would rather: *preference (I'd rather not say.)*					X	X
Must: *inference (It must be 5 o'clock already.)*						X

GRAMMATICAL STRUCTURES	LEVELS					
	BL	LB	HB	LI	HI	AE
COMPARISONS (ADJECTIVES & ADVERBS)						
-er, -est *(larger than, the largest)*			X	X		
More…than, less…than *(more/less beautiful than)*				X	X	
The most, the least *(the most/least beautiful)*					X	
COMPARISONS (NOUNS)						
As … as, same … as, different … from *(as cheap as, same price as, different price from)*				X	X	X
SUBORDINATE CLAUSES						
Of cause *(I stayed home because I was sick.)*			X	X	X	
Of time: *before, after, when, while, until* *(He watched while they worked.)*				X	X	X
Of place *(I know where they live.)*					X	X
Relative: *who, which, that* *(Maria is the woman who lives next door.)*					X	X
REPORTED SPEECH						
Statement *(She said that she was tired.)*					X	X
Questions *(He asked me what my name was. He asked if I was sick.)*					X	X
Imperatives *(He told me to stop smoking.)*					X	X
GERUNDS/INFINITIVES						
Verb + infinitive *(He wants to work.)*				X	X	X
Verb + verb-ing *(She likes going to work.)*				X	X	X
OTHER GRAMMAR						
Phrasal Verbs: separable/inseparable *(Take it out. Look at it.)*					X	X
Conditional Sentences *(If it rains, I won't go. If I were you, I wouldn't do that.)*					X	X
Passive Voice *(The building was completed last year.)*					X	X

Appendix C
Technology Standards for ELLs

These technology standards are from *Standards for Essential Computer Skills*, developed by Northstar Digital Literacy, a program of Literacy Minnesota.[8]

The copyrighted standards in this appendix are reproduced with permission and represent four digital skill areas: Basic Computer Skills, Internet Basics, Information Literacy, and Using Email.

Basic Computer Skills

1. Distinguish between different types of devices (tablets, desktop and laptop computers).
2. Identify specific computer hardware (system unit, monitor, printer, keyboard, mouse or touchpad, ports, touchscreen).
3. Log on to and shut down a computer.
4. Demonstrate knowledge of keys on keyboard (Enter, Shift, Control, Backspace, Delete, Arrow Keys, Tab, Caps Lock, Number Lock).
5. Identify types of mice: mouse and touchpad.
6. Identify mouse pointer shapes and the functions they represent (spinning wheel (loading), iBeam (text), arrow (basic clicking), hand pointer (clickable links).
7. Demonstrate knowledge and appropriate use of mouse clicks (right-click, left-click, and double click).
8. Drag and drop.
9. Utilize common controls for screen interaction (selecting check boxes, using drop-down menus, scrolling).
10. Access and control audio output features (volume, mute, speakers and headphones).
11. Identify icons on desktop.
12. Demonstrate ability to trash and retrieve items using the trash or recycle bin.
13. Demonstrate understanding that it is possible to customize a computer for increased accessibility (customizing a mouse for left-handed use and sensitivity, and changing screen resolution on a monitor).
14. Demonstrate understanding that software programs are upgraded periodically to fix bugs and increase utility, and that different versions may be installed on different computers.
15. Identify mechanisms for storing files (flash drives, hard drives, cloud-based storage).
16. Identify whether or not a computer is connected to the internet.
17. Identify and locate camera and mic on laptops, tablets.
18. Turn computer and monitor on and off.

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[8] Northstar's complete *Standards for Essential Computer Skills* and other resources can be found at https://www.digitalliteracyassessment.org/features#. Reproduced here with permission.

Internet Basics

1. Demonstrate knowledge of browsers and identify commonly used browsers.

2. Identify common browser tools and icons (e.g., favorites, downloads, refresh, and back).

3. Fill out an online form.

4. Identify the different ways a person can connect to the internet.

5. Demonstrate familiarity with website structure (e.g., landing pages, internal pages).

6. Identify top-level domains (e.g., .edu, .com, .org).

7. Demonstrate understanding of how to use browser tools and settings to protect privacy (e.g., private browser windows, clearing search history, and declining to save passwords on shared computers).

8. Demonstrate understanding of when it's safe and appropriate to share personal, private, or financial information (e.g., recognizing phishing attempts, identifying unsecured websites).

9. Identify ways to protect your devices (e.g., anti-malware software, recognizing possible virus attacks).

10. Demonstrate to a website that you are a legitimate user using CAPTCHA or other verification methods.

11. Identify address bar and demonstrate understanding of its functionality.

12. Perform internet search using clear parameters (terms and filters).

13. Demonstrate ability to scroll up and down a page and left and right on a page.

14. Identify and make use of common website interactions (e.g., play buttons, hyperlinks).

15. Identify and work with tabs and windows.

16. Enable a specific pop-up window.

17. Use shortcut keys, or menu or mousing equivalents, to support user experience on the web (e.g., zoom, find text).

Information Literacy

1. Define a problem, formulate a question, or identify a decision that needs to be made.

2. Define the kind of information needed to complete the task.

3. Plan steps required to solve the problem or accomplish the task.

4. Recognize the costs, in time or money, and benefits of accessing different sources of information (article, newspaper, consumer reports).

5. Make use of hyperlinks to follow desired/required path of information.

6. Determine the quality of information by identifying bias, assessing the reliability of sources, and identifying the impact of context.

7. File/store information in a format that facilitates ease of access for future use (e.g., file naming, folder organization, bookmarking, etc.)

8. Monitor extent to which information solves a problem and know when additional information is needed.

9. Synthesize relevant information from one or more sources.

10. Integrate new information into current knowledge and use it to support understanding, views, perspectives, or opinions.

11. Act on information to solve basic problems or answer a question.

12. Select appropriate format for sharing information, based on audience and purpose, and distribute to intended audience.

13. Evaluate the result of gaining/using the information. Was the question answered? Was the problem solved? Was a better decision made? Was a goal or objective met?

14. Identify the purpose for accessing information (how the information will help solve the problem, answer the question, make a decision, or accomplish a goal or objective).

15. Identify types and formats of information found online (articles, databases, images, videos, etc.).

16. Demonstrate use of efficient search strategies to hone in on relevant information.

17. Locate relevant information in media found online, including text, video, images, etc. Locate the source of the information.

18. Demonstrate basic understanding of use of non-Internet sources of information (personal documents, Excel spreadsheets, etc.).

19. Discern between relevant and non-relevant information in an information source and select the information that addresses the issue that motivated the search.

Using Email

1. Tell the difference between a URL and an email address.

2. Log into email.

3. Add an attachment to an email.

4. Define email and identify common email clients.

5. Register for a new email account, using a professional user name and a strong password.

6. Create and send an email, including recipient address, subject, and message.

7. Open and reply to an email.

8. Understand why and how to reply, reply all, and forward an email.

9. Open and download an email attachment.

10. Manage email: Delete and retrieve messages, identify spam, and unsubscribe from unwanted mailing lists.

11. Understand basics of email etiquette (using salutations and closings, avoiding all caps, making use of the subject line, understanding when it's ok to forward messages, knowing who to cc or bcc, etc.).

12. Use caution when opening or replying to an email from an unfamiliar source, downloading attachments, following links, or giving out personal information.

13. Sign out of email, especially when using shared computers.

Appendix D
Standards-based Lesson Planning

How can the *Illinois Content Standards for English Language Acquisition* be incorporated into adult education classrooms?

Throughout the *Illinois Content Standards for English Language Acquisition*, there are multiple practical examples of how students might demonstrate the student performance targets within each ELP Anchor Standard. Instructors and programs can use these examples as a basis for developing curricula and lessons.

It is recommended that programs adopt a current, standards-based instructional series for adult ELLs. In addition, teachers often design their own lessons based on the specific goals of their program or students. Teacher-made lessons may expand on a textbook lesson or be developed independently to supplement or substitute for commercially-prepared materials. Teacher-made lessons generally address one or more content standards.

On the following pages, a reproducible lesson plan template features the five phases of effective ESL lessons:

- Presentation
- Practice
- Application
- Assessment
- Review

Following the template is a sample lesson plan which serves as a practical model for developing standards-based lessons. The sample lesson plan was developed by Rosanne Poppel, a veteran instructor at Centro Romero in Chicago. It is included in the *Illinois Content Standards for English Language Acquisition* with her permission.

Template for a Standards-based ESL Lesson

Teacher: _____   Date: _____

ELP Anchor Standard(s)
and Student
Performance Targets _____

Lesson Outcome: _____
(That is, what is the student able to do with language as a result of this lesson?)

LESSON PHASE and STRATEGIES	MATERIALS
PRESENTATION	
PRACTICE	
APPLICATION	
ASSESSMENT	
REVIEW	

Sample Standards-based Lesson Plan: Identifying Occupations*

NRS Low Beginning ESL Level	LB.1.1: Identify a few key words and phrases in oral communications and simple spoken and written texts.
ELP Anchor Standard(s) and Student Performance Targets	LB.2.2 participate in short conversations and written exchanges about familiar topics and in familiar contexts
	LB.8.1: 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
Lesson Outcome	Students will be able to identify names of common occupations orally and in writing

LESSON PHASE and STRATEGIES	MATERIALS
PRESENTATION 1. The teacher shows the class pictures of people engaged in work. Using previously learned structure, the present progressive, and vocabulary, the teacher asks the class, "What is she/he/doing?" to elicit the answer, "He/She is OR (He's/She's) working." 2. The teacher asks individual students, "Do you work?" and students answer yes or no. 3. The teacher introduces the words job and occupation. The teacher explains that people who work have a job or occupation and puts these words on the board. 4. The teacher shows pictures of people doing various occupations (8-12, depending upon the ability and background knowledge of the class). The teacher introduces the names of each occupation. 5. The teacher shows the occupations again, emphasizing the term and the pronunciation. 6. The teacher writes or presents the written form of the occupation name. 7. The teacher briefly describes, along with any elicited class contribution, each occupation.	Pictures of people engaged in work (showing different occupations) Board and markers/chalk If using actual, non-projected pictures of the occupations, then tape to put pictures on the board and markers/chalk for writing the occupation names.

*Lesson created by Rosanne Poppel, Centro Romero, Chicago. Used with permission.

Sample Standards-based Lesson Plan: Identifying Occupations, continued

PRACTICE 1. The teacher puts up the pictures on the board, without the occupation name. The teacher gives students index cards with the occupation names, and the students post them next to the correct pictures. 2. The teacher gives each student a handout, and working in pairs, students write the name of the occupation next to the picture.	Pictures of people engaged in different occupations Index cards with the occupation names and tape. Handout with the same pictures of people engaged in different occupations
APPLICATION 1. The teacher gives each group of 3-5 students a set of cards with the same pictures and occupation names. The students play a memory game, matching the picture with the correct occupation name. The students need to say the name of the occupation when they turn over cards. 2. The teacher gives the students some paper and pencils and asks the students to draw a picture of a job that they would like to have in the future. The teacher posts the pictures around the room. 3. Students stand by their pictures and name the job they want to have to the class.	One set of cards for each group of 3-5 students. For each set of cards, half the cards have the same pictures of people engaged in different occupations and half have the previously presented occupation names. Paper, colored pencils
ASSESSMENT The teacher shows the students the original pictures, and they name the occupation. Together, they briefly discuss a description of and/or information about the occupation.	Pictures of people engaged in different occupations
REVIEW In the next class, the teacher presents the occupation pictures (both the original occupations and the ones the class drew) and asks students to name them.	Pictures of people engaged in different occupations The pictures students drew of their desired future occupations

Appendix E

Mathematics Instruction for ELLs

As stated on page 2, WIOA includes improving mathematics skills as a purpose of instruction for ELLs. Therefore mathematics should be integrated into English language instruction to help prepare ELLs for success in acquiring a high-school equivalency certificate, transitioning to post-secondary or career education, or entering the workforce. For this reason, select standards from the *Illinois ABE/ASE Mathematics Content Standards* are included in this appendix.

The *Illinois ABE/ASE Mathematics Content Standards* are comprised of standards that correspond to the six NRS Educational Functioning Levels (EFLs) for ABE, i.e., from the Beginning ABE Literacy level through the High Adult Secondary level. Because the student skill levels of the NRS ABE EFLs exceed the student skill levels of the NRS ESL EFLs, mathematics standards included here are those which:

- correspond to the six NRS Educational Functioning Levels for ESL
- focus on math skills that ELLs need in everyday life and in the workplace

This appendix includes two resources:

1. An article, *Integrating Mathematics and English Language Instruction*

2. Select *Illinois ABE/ASE Mathematics Content Standards* for ELLs

Integrating Mathematics and English Language Instruction

There are several aspects of math instruction to consider when deciding how to effectively integrate math into English language instruction. While the primary focus of classes for ELLs is English language acquisition, there are topics that naturally lend themselves to math skills and concepts used in daily life and in the workplace. When teaching these topics, it is helpful to consider the factors below.

Cultural Differences in Mathematics

Mathematics is often called a "universal language," but there may be differences in how persons from other countries read and write numbers and perform basic operations. ELLs may experience difficulty in the notations, symbols, and procedures of mathematics in the U.S. compared with their country of origin. When instructors are aware of potential cultural differences in math, they can appreciate why their students may be struggling and develop more effective lessons.

Notations and Symbols

The written notations and symbols used to represent numbers are not universal. For example, several countries use a crosshatch in the number 7 to distinguish it from the number 1. The numbers 2, 4, and 9 can also been written in such a way that they may be misinterpreted by teachers in the U.S.

Other differences include:

- Large numbers separated by dots or spaces instead of commas *(see chart below)*

- Comma used in place of a decimal point to separate whole number from decimal part (see chart below)

- Large numbers read differently – millions, billions, and trillions

- Negative numbers, angles, multiplication, and division symbols written differently

Number Style	Countries
12,345,678.89	U.S., Canada, Korea, Philippines
12 345 678.89	China, Sri Lanka, Latin American Countries
12.345.678,89	Argentina, Brazil, Spain, Portugal

Procedures

The standard algorithms (procedures) for the four basic operations of addition, subtraction, multiplication, and division are often taught and used differently in other countries. While ESL instructors do not need to know all of the different ways that students from other cultures approach a problem, they do need to know that there is always more than one way to solve a problem.

Using different strategies to solve math problems is encouraged by the CCR Standards, so it is advantageous for ESL instructors to be aware of some of the different strategies. Additional information about the differences in algorithms can be found at the following:

http://www.csus.edu/indiv/o/oreyd/ACP.htm_files/TODOS.operation.description.pdf

Developing Effective Lessons

At the program level, there are several ways to include math in English language instruction. Here are three options:

1. Offer separate math classes to ELLs based on their math ability

2. Adopt a separate math curriculum to be used for a set period of time during each ESL class

3. Integrate math content into thematic units of instruction that are already part of the ESL curriculum

The *Illinois Content Standards for English Language Acquisition* reflect Option 3. The standards provide correlations between applicable *Illinois ABE/ASE Mathematics Content Standards* and the *Illinois Content Standards for English Language Acquisition*, as well as provide examples of math and English language integration activities in the classroom. This approach builds on the language and content that is already being taught at a particular level.

Thematic Units of Instruction

Many ESL textbooks include references to math in units on money, shopping, budgeting, and others. Relevant math standards can be incorporated into those units. For example, in a unit on transportation, a lesson on reading a train schedule can include calculating how much time is needed to get to the train station, time of departure, arrival at the destination, and elapsed time sitting on the train. In a unit on shopping, prices can be estimated and then compared to the actual price. Discounts can be calculated and change can be determined based on the amount given to pay for the purchase.

Mathematics Skills

ESL instructors may need to refresh their math skills. To understand how math instruction is currently taught in the K-12 system, these videos are a good start:

Topic	Reference
Why is Math Different Now?	https://vimeo.com/110807219
The Progression of Addition & Subtraction	https://vimeo.com/157768846
The Progression of Multiplication	https://vimeo.com/149428217
The Progression of Division	https://vimeo.com/153668928
The Progression of Fractions	https://vimeo.com/194878951

Learner Levels and Differentiated Instruction

ELLs' prior educational experiences will impact their math level and the rate at which they are able to acquire new math skills. Students with little formal education in their home country may struggle with basic math, while those with high levels of prior education may be highly skilled in math. In addition, ELLs are typically placed in ESL classes based on their English language level rather than on their math level.

For these reasons, the levels of math skills in a given classroom will likely vary significantly. As their math abilities become evident, differentiation in math activities may be appropriate so that all students have an opportunity to learn. Instructors may find it necessary to group students by ability and tailor the math to different levels of complexity and skill.

Vocabulary Development

ELLs need to learn vocabulary that pertains to math. In addition to academic mathematics vocabulary (e.g., *denominator, trapezoid,* and *rhombus)* there are many common words that have a different meaning in a math context (e.g., *table, mean,* and *product.)* It is important to teach these words so ELLs acquire the vocabulary of math.

Concrete to Abstract
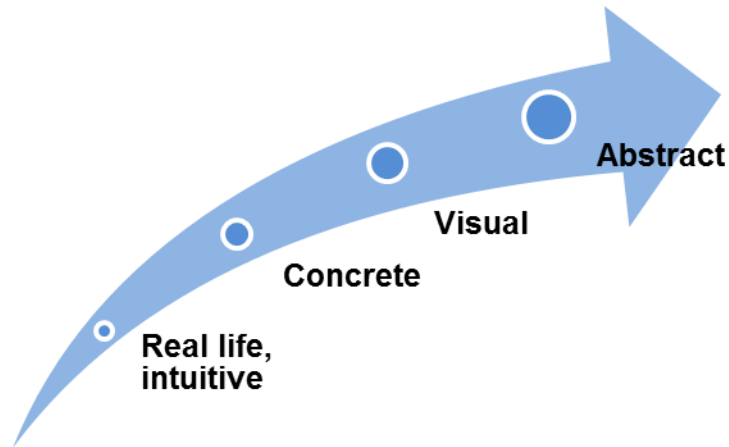
Math concepts, like language, should begin with real-life scenarios. Money is a good place to start since students need to know the money system in the U.S. and using real coins and currency is tangible (concrete). Teaching about U.S. currency could start with real coins; students can learn the names, the amount of each coin, how to add them together, and trade for larger coins. The next step would be visual representations or pictures of coins and currency that students would look at and do the same types of activities as in the concrete stage. Finally, money would become abstract by reading and solving problems using only the words and symbols to denote the amounts of the coins and currency.

Instructional Grouping

Effective math lessons should go beyond teacher-led instruction followed by worksheets with problems. Students should be given opportunities to work in small groups, in pairs, and on their own to discover math, not just repeat a procedure that was demonstrated by the instructor. Working with others facilitates language acquisition in addition to math skills.

Show What They Know

It is important for learners to "show what they know" not only by solving problems and coming up with the right answer, but also to explain their reasoning and strategies used to solve a problem. This is best done through math discussions with partners, in groups, or with the whole class. Allowing learners to explain how they solved a problem gives them the opportunity to practice the language of math and solidify concepts learned.

Mathematics Standards for ELLs

For each NRS ESL level, three math-related elements are included:

1. Select *Illinois ABE/ASE Mathematics Content Standards** appropriate for each NRS ESL level

2. Examples of how the standards are used in real life, i.e., how they are tied to language functions, specific life skills, or foundational math skills needed in the workplace

3. Examples of math and English language integration activities in the classroom

		IL ABE/ASE Math Standard*	Examples of How Adults Use this Skill
ABE/ASE Math Content Standard Code	**1.OA.8** CCR.OA.A	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). Students need not use formal terms for these properties.	Add the number of hours in school each week.
College and Career Readiness (CCR) Standard Code	**1.OA.12** CCR.OA.A	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2	Exchange large denominations of currency for smaller bills.
	1.OA.13 CCR.OA.A	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?	Determine quantity of office supplies to order for the month. Real life example of the math skill as used in the workplace or everyday life.

¹Abbrev.	Math Content Standards Domain
CC	Counting and Cardinality
EE	Expressions and Equations
G	Geometry
NBT	Number and Operations in Base Ten
MD	Measurement and Data
NS	The Number System
NF	Number and Operations – Fractions
OA	Operations and Algebraic Thinking
RP	Ratio and Proportional Relationships

*From the *Illinois ABE/ASE Mathematics Content Standards, 2021*.
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The following pages show the **Illinois ABE/ASE Mathematics Content Standards for ELLs** in sequential order by NRS level. This sequential list is designed to assist programs with curriculum development and to help instructors with lesson planning, particularly in the case of multilevel classrooms where ELLs have differences in math ability and/or varied levels of prior math education.

NRS Beginning ESL Literacy (BL)

IL ABE/ASE Mathematics Content Standards for ELLs

	IL ABE/ASE Math Standard*	Examples of How Adults Use this Skill
1.CC.1	Count to 100 by ones and by tens.	Count money. Count boxes of supplies at work.
1.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.	Count how many pennies, dimes, $1 bills in the cash drawer. Count out silverware for each place setting.
1.CC.7	Compare two numbers between 1 and 10 presented as written numerals.	Compare number of milk gallons on hand with number needed for breakfast service.
1.OA.2	Solve addition and subtraction word problems, and add and subtract within 10 (e.g., by using objects or drawings to represent the problem).	Count cleaning supplies to place order needed for the next week. Determine how many customers were served between 10 am and noon.
1.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number (e.g., by using objects or drawings), and record the answer with a drawing or equation.	Make change from $10. Count baking supplies to determine if there are 10 of each spice needed for one month.
1.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Measure the height and weight of each patient you check in.
1.MD.6	Tell and write time in hours and half-hours using analog and digital clocks.	Determine what bus to catch to get to work on time.

*From NRS Level 1– Beginning ABE Literacy of the *Illinois ABE/ASE Mathematics Content Standards, 2021.*

Examples of Math & English Language Integration

1. In a unit on money, have students count coins, currency, and make change up to $10.

2. In a unit on using the verb *to be* to describe people, have students measure each other's heights and practice making statements such as *I am 5'6"* or *She is 5'3"*.

3. For a unit on telling time, say different times aloud and have students write them, e.g., 10:30. Then give students movable analog clocks (with hands), write a time on the board and have students move the hands to match the digital time. Students practice asking, "What time is it?" and answering with various times as indicated on an analog or digital clock.

NRS Low Beginning ESL (LB)

IL ABE/ASE Mathematics Content Standards for ELLs

	IL ABE/ASE Math Standard *	**Examples of How Adults Use this Skill**
1.OA.9 CCR.OA.A	Understand subtraction as an unknown-addend problem. For example, subtract 10 – 8 by finding the number that makes 10 when added to 8.	Making change. Determining how many years lived in a specific place.
1.OA.11 CCR.OA.A	Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14); decomposing a number leading to a ten (e.g., 13 – 4 = 13 – 3 – 1 = 10 – 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 – 8 = 4); and reading equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).	Pay for $14 of groceries with a $10 bill and four $1 bills. Calculate the number of dogs walked during the day.

1.NBT.2 CCR.NBT.A	Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
	    a. 10 can be thought of as a bundle of ten ones—called a "ten."
	    b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
	The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
		Count 10 cookies to put on each tray and the number left after all trays are filled.

1.MD.5 CCR.MD.A	Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. *Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.*	Measure the length and width of a yard to determine how much fencing is needed.

*From NRS Level 1– Beginning ABE Literacy of the *Illinois ABE/ASE Mathematics Content Standards, 2021.*

Examples of Math & English Language Integration

1. For a unit on shopping, students role play interactions between a cashier and a customer, saying amount due, making payment using fake money, and making change.

2. For a lesson on simple past tense, students make statements to describe where they lived or worked previously and for how long, e.g., *I lived in Puebla for 13 years. I worked at Portillo's for 3 years and 5 months.*

3. For a unit on housing, students are asked to measure items in the classroom, or rooms or furnishings in their homes, e.g., kitchen, table. They fill in the measurements on a sentence template, e.g., *My kitchen is 8' x 10'. My table is 36" x 50".*

NRS High Beginning ESL (HB)

IL ABE/ASE Mathematics Content Standards for ELLs

	IL ABE/ASE Math Standard*	Examples of How Adults Use this Skill
1.OA.8 CCR.OA.A	Apply properties of operations as strategies to add and subtract. Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known (commutative property of addition). To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12 (associative property of addition). Students need not use formal terms for these properties.	Add the number of hours in school each week.
1.OA.12 CCR.OA.A	Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false? 6 = 6, 7 = 8 – 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2	Exchange large denominations of currency for smaller bills.
1.OA.13 CCR.OA.A	Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = ? – 3, 6 + 6 = ?.	Determine quantity of office supplies to order for the month.
1.NBT.3 CCR.NBT.A	Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.	Compare number of servings made from different recipes. Decide which recipes to make and make a grocery list of ingredients needed.
1.MD.7 **CCR.MD.A**	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.	Understanding a child's growth chart.
1.G.9	Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.	Cut pizzas, pies, cakes, into equal size pieces.

*From NRS Level 1– Beginning ABE Literacy of the *Illinois ABE/ASE Mathematics Content Standards, 2021.*

Examples of Math and English Language Integration

1. For a unit on employment, students fill in a chart with the number of hours they work each day for a week. Then they write equations to represent their work week and the total hours worked, e.g., *7+9+8+6+8+5=43*.

2. For a health unit and practice using modal verb 'have to,' students read dosage charts on medicine packages and determine appropriate dosages for several sample patients based on the patient's weight. They make statements using math expressions, e.g., *Mr. X weighs more than 100 pounds. He has to take two pills every 4 hours.*

3. For a unit on shopping, students compare prices of products at different stores, and use numerical notation to write comparisons, e.g., *$1.29 > $1.07*.

NRS Low Intermediate ESL (LI)

IL ABE/ASE Mathematics Content Standards for ELLs

	IL ABE/ASE Math Standard *	**Examples of How Adults Use this Skill**
2.OA.1 CCR.OA.B	Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions *(*e.g., by using drawings and equations with a symbol for the unknown number to represent the problem*)*.	Determine number of pieces of candy for party favor bags at a birthday party.
2.OA.5 CCR.OA.B	Interpret products of whole numbers (e.g., interpret 5 x 7 as the total number of objects in 5 groups of 7 objects each). For example, describe a context in which a total number of objects can be expressed as 5 x 7.	Calculate the total number of chairs in the audience for the workshop.
2.OA.7 CCR.OA.B	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem).	Determine number of hours available to visit each worksite location in a 40 hour work week.
2.OA.10 CCR.OA.B	Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.	Calculate number of buses needed for employees to go to the company picnic.
2.NBT.3 CCR.NBT.B	Read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Write checks to pay monthly bills.
2.NBT.10 CCR.NBT.B	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.	Calculate the amount of baseboard needed for a house.
2.NF.3 CCR.NF.B	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. a. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line. b. Recognize and generate simple equivalent fractions (e.g., 1/2 = 2/4, 4/6 = 2/3). Explain why the fractions are equivalent (e.g., by using a visual fraction model). c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form 3 = 3/1; recognize that 6/1 = 6; locate 4/4 and 1 at the same point of a number line diagram. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole.	Compare the amount of ingredients for a cookie recipe.

2.MD.1	Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes.	Measure the width of a house to determine the number of bushes needed.
2.MD.9 CCR.MD.B	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step "how many more" and "how many less" problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.*	Create a graph that shows what transportation people use to get to work.
2.MD.13 CCR.MD.B	Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called "a unit square," is said to have "one square unit" of area, and can be used to measure area. A plane figure which can be covered without gaps or overlaps by *n* unit squares is said to have an area of *n* square units.	Determine amount of flooring needed.

*From NRS Level 2– Beginning Basic Education of the *Illinois ABE/ASE Mathematics Content Standards, 2021.*

Examples of Math and English Language Integration

1. For a unit on food and practice in using imperatives, students work in small groups to find or create a recipe, double it, write the amounts and instructions, and present it orally to the class.

2. For a unit on transportation, students interview each other about the transportation used to go to work. They compile their information and create a pie or bar chart. Then they make statements about their findings, e.g., *More people take a bus. Half the people drive a car to work.*

3. For a unit on communities, students use a local map and practice giving directions to get from one point to another, including distances, e.g., *Go a half mile to Oak Street, turn left and go about 2 miles*…. They compare the total distances of two routes.

NRS High Intermediate ESL (HI)

IL ABE/ASE Mathematics Content Standards for ELLs

	IL ABE/ASE Math Standard*	Examples of How Adults Use this Skill
3.OA.3 CCR.OA.C	Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	Estimate and then calculate the cost of a holiday meal.
3.NBT.3 CCR.NBT.C	Use place value understanding to round multi-digit whole numbers to any place.	Round expense items on a budget.
3.NBT.6 CCR.NBT.C	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.	Calculate average speed driven on a trip.
3.NBT.12 CCR.NBT.C	Use place value understanding to round decimals to any place.	Round the cost of food items to determine if there is enough cash to buy all of them.

3.NF.3
CCR.NF.C
	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.
	   a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole.
	   b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions (e.g., by using a visual fraction model). Examples: 3/8 = 1/8 + 1/8 + 1/8; 3/8 = 1/8 + 2/8; 2 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8.
	   c. Add and subtract mixed numbers with like denominators (e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction).
	Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators (e.g., by using visual fraction models and equations to represent the problem).
		Calculate the number of pies left after serving dessert.

3.NF.6 CCR.NF.C	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as 62/100; describe a length as 0.62 meters; locate 0.62 on a number line diagram.	Determine if the deli is accurately filling orders based on customer requests.
3.MD.1 CCR.MD.C	Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb., oz.; l, ml; hr., min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. For example: Know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36).	Follow the growth chart of a baby for one year.
3.MD.2 CCR.MD.C	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	Convert temperature from Celsius to Fahrenheit and Fahrenheit to Celsius.
3.MD.3 CCR.MD.C	Apply the area and perimeter formulas for rectangles in real world and mathematical problems. For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.	Determine the area of a garden and the amount of fencing to put around it.
3.G.4	Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate).	Graph the daily high temperatures for the month of July.
3.G.5	Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.	Graph each family member's data use on smart phone for one month to determine who and when the most data is used.

*From NRS Level 3– Low Intermediate Basic Education of the *Illinois ABE/ASE Mathematics Content Standards, 2021.*

Examples of Math and English Language Integration

1. For practice with teamwork and problem-solving, students are grouped and given case study scenarios to work with. Scenarios describe workplace or home problems, e.g., supplies are needed but financial resources are limited. Groups work together to propose solutions, share them with other groups, and come to a class consensus on the best solutions.

2. For a unit on financial literacy, students track their expenses for one week on a chart. They create a personal budget based on their weekly or monthly expenses and income, rounding figures up to the nearest $5 or $10. They explain their budget to a partner.

3. For a unit on health, students read articles on nutrition. They track their caloric intake for a weekend and two weekdays by listing all foods/beverages and amounts consumed along with calorie estimates. They chart their daily total calories on a graph.

NRS Advanced ESL (AE)

IL ABE/ASE Mathematics Content Standards for ELLs

	IL ABE/ASE Math Standards *	Examples of How Adults Use this Skill
4.RP.3 CCR.RP.D	c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole given a part and the percent.	Calculate the original price of a dress given the % off and amount paid.
4.NS.2 CCR.NS.C	Fluently divide multi-digit numbers using the standard algorithm (long division).	Calculate monthly life insurance premiums.
4.NS.3 CCR.NS.C	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	Calculate a monthly car payment for 4, 5, and 6 years.
4.NS.5 CCR.NS.D	Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, debits/credits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation.	Determine the difference in temperature between the actual temperature and the wind chill.
4.EE.6 CCR.EE.C	Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number or, depending on the purpose at hand, any number in a specified set.	Calculate hourly salary needed to earn a certain amount annually.

*From NRS Level 4– High Intermediate Basic Education of the *Illinois ABE/ASE Mathematics Content Standards, 2021*.

Examples of Math and English Language Integration

1. For a unit on employment, students use www.careeronestop.org to research occupations that interest them and the median annual salaries or hourly wages for those jobs. For their current job or a previous job, they calculate the annual salary from their hourly, weekly or bi-weekly earnings, then compare the salary to the medians shown on the website.

2. For a unit on transportation, small groups are assigned to research and analyze the costs of using a specific type of transportation to go to work (e.g., bus, car), based on case scenarios the teacher supplies or on the real-life situations of some students. Then groups compile the information and analysis and make recommendations for choice of transportation, given factors such as time, cost, safety and distance. Groups present findings using graphics to support their recommendations.

3. Half the class researches the costs of purchasing and making monthly payments on a new car, while the other half researches costs of a used car. Pairs are assigned specific makes and models to research. Pairs share findings with other pairs in their research group. Each group presents its compiled information to the other group orally, using graphics and written text to support its findings.

APPENDIX F

History of Content Standards Development in Illinois

The first edition of the *Illinois ESL Content Standards* (2007) was the result of several federal and state initiatives that addressed the need for content standards in adult education programs. The Illinois standards were the outcome of a multi-year process, described below.

A Blueprint for Preparing America's Future
This federal document, published in 2003 by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE), tasked all federally funded adult education programs with developing content standards for accountability purposes.

The Adult Education Content Standards Consortia and Online Warehouse Project
This federal project was funded in 2003 by OVAE to assist states in developing content standards for adult education. Fourteen states, including Illinois, participated in the Consortia, which provided information, technical assistance, and the opportunity to network with other states in the process of developing content standards.

The Illinois ESL Task Force
In spring 2003, this ICCB task force of Illinois ESL professionals identified the need for a common language in the state regarding ESL class levels and the content taught at each level. The group conducted an initial review of existing ESL content standards from other states and made recommendations about the format and content of the standards.

The Illinois ESL Content Standards Work Group
Experienced ESL instructors and coordinators from 12 Illinois ESL programs worked for one year (May 2004 through June 2005) to develop the initial draft of the *Illinois ESL Content Standards*. This draft was then reviewed by the field.

Illinois ESL Program Review
During the summer of 2005, instructors and ESL students at all NRS levels and from nine ICCB adult ESL programs reviewed the draft document. Feedback was gathered via focus groups and evaluation surveys. Revisions were made from data collected through this review process.

Field Test
Twenty-two instructors in 15 ICCB ESL programs used the draft standards as the primary focus for their ESL classes for four months (January-April, 2006). All NRS levels were represented in the field test classrooms, and both new and experienced instructors participated. After completion of the field test, the results were incorporated into the final standards.

The ESL Curriculum Institutes
To assist programs in implementing the 2007 *Illinois ESL Content Standards*, the Adult Learning Resource Center facilitated a statewide series of intensive, multi-day *ESL Curriculum Institutes* for program administrators and instructors. The Institutes addressed curriculum design, standards-based instructional materials, instructional techniques, and assessment strategies. Twelve Institutes were held statewide between 2007 and 2009, and all ICCB programs offering ESL instruction participated in the Institutes. Each participating program developed a standards-based ESL curriculum that was submitted and reviewed.

2017 Update
Following OCTAE's publication of the English Language Proficiency Standards (ELPS) in 2016, the *Illinois ESL Content Standards* were expanded to include the ELPS. In addition, in compliance with the 2016 WIOA final rules, select math standards from *the Illinois ABE/ASE Mathematics Content Standards* were added, along with technology standards.

Appendix G

About the ELP Anchor Standards for Adult Education[9]

Background

The English Language Proficiency (ELP) Standards for Adult Education are intended to address the urgent need for educational equity, access, and rigor for adult English language learners (ELLs). States are adopting challenging academic content standards for adult education with the goal of ensuring that adult learners are adequately prepared for careers and postsecondary education. This trend is in response to the WIOA mandate that requires states to align content standards for adult education with state-adopted challenging academic content standards.

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

Where the Standards Came From

A panel of experts adapted a set of existing evidence-based K–12 ELP Anchor Standards as the basis of the ELP Anchor Standards. The project team chose the ELPA21 K–12 ELP Anchor Standards[10] as the starting point for the selection of the ELP Anchor Standards. Panelists drew on both their individual expertise and a set of guiding principles throughout the standards selection process.

Guiding Principles for the ELP Anchor Standards

The ten guiding principles that informed the ELP Anchor Standards development process were intended to ensure that the standards will help adult educators recognize both the strengths and needs of adult ELLs. The principles represent foundational understandings about adult ELLs and English language teaching. The guiding principles are:

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[9] U.S. Department of Education, Office of Career, Technical and Adult Education, *Adult English Language Proficiency Standards for Adult Education*. Washington, DC, 2016 http://lincs.ed.gov/*publications*/pdf/elp-standards-adult-ed.pdf

[10] Council of Chief State School Officers. (2014). English language proficiency (ELP) standards. www.elpa21.org/sites/default/files/Final%204_30%20ELPA21%20Standards_1.pdf

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

2. Adult ELLs represent a diverse population of learners.

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

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

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

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

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

8. ELLs with disabilities have specific instructional needs.

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

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

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

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

2.   Adult ELLs represent a diverse population of learners.

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

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

Adult ELLs whose education has been interrupted may have a wealth of experiences and oral skills in their native language, but they may have limited literacy in their native language. Limited native language literacy may affect their English language development. If adults do not

have the opportunity to develop their basic literacy and language skills, they cannot meet the entry requirements for college. Nor can they be successful in any postsecondary education or workplace setting that requires proficiency in English. The foundations of reading are a critical component of educating adult ELLs who have lower-level literacy skills in their native language(s).

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 Anchor Standard 1) and analyze and critique the arguments of others (ELP Anchor 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 Anchor Standard 8).

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

The ELP Anchor Standards 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 Anchor Standards 2 and 7 provide guidance on how to help ELLs acquire both academic language and social language.

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

The three advances in instruction prompted by the CCR standards are:
- regular practice with complex text and its academic language
- reading, writing, and speaking grounded in evidence from text (both literary and informational
- building knowledge through content-rich nonfiction (Pimentel, 2013; Student Achievement Partners, 2012).

Instruction grounded in these advances may be seen as challenging for ELLs who may not share the content knowledge that texts assume or that may come from a culture of teacher-centered learning (Parrish, 2015). With the appropriate scaffolding and support, however, ELLs can meet the demands of instruction framed by these instructional advances.

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

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

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

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

The chart on the next page provides recommendations for the types of supports and scaffolds that teachers use to help ELLs of varying language proficiency levels engage in instructional tasks.

Supports and Scaffolding Recommendations by Level[11]

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

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).

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[11] Adapted from WIDA Consortium. (n.d.). *WIDA support examples across levels.*
https://lincwellell.wikispaces.com/file/view/WiDA+Support++Examples+Across+Levels.pdf

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 in the chart above.

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

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

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

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

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