



Illinois ESL Content Standards

Dr. Brian Durham
Executive Director
Illinois Community College Board

Jennifer K. Foster
Deputy Executive Director
Illinois Community College Board

Dr. Kathy Olesen-Tracey
Senior Director for Adult Education and Literacy
Illinois Community College Board



March 2017
Format updated August 2022

*For the purpose of compliance with Public Law 101-166 (The Stevens Amendment)
approximately 100% federal funds were used to produce this document.*

Table of Contents

INTRODUCTION	2
SECTION 1: ILLINOIS ESL CONTENT STANDARDS.....	7
• Guide to the Standards	7
• Beginning ESL Literacy Level.....	10
• Low Beginning ESL Level	26
• High Beginning ESL Level.....	44
• Low Intermediate ESL Level	61
• High Intermediate ESL Level.....	79
• Advanced ESL Level.....	98
SECTION 2: SUPPORTING GRAMMAR	119
SECTION 3: TECHNOLOGY SKILLS CHECKLIST	122
SECTION 4: SAMPLE LESSON PLANS.....	127
• Workforce Preparation	130
• English Language Acquisition	138
• Mathematics.....	159
APPENDICES	
Appendix A: About the English Language Proficiency (ELP) Standards for Adult Education.....	166
Appendix B: Mathematics Instruction for ELLs	173
• Integrating Mathematics and ESL Instruction	173
• Mathematics Standards for ESL: Sequential List.....	176
Appendix C: Alignment of the Illinois ABE/ASE Language Arts Content Standards and the Illinois ESL Content Standards	184
Appendix D: TESOL Standards for Adult Education Programs	221
• Standards for Curriculum and Instructional Materials	221
• Standards for Instruction	222
Appendix E: History of ESL Content Standards Development in Illinois	224

Introduction to the 2017 Illinois ESL Content Standards

This new edition of the Illinois ESL Content Standards is designed to increase the academic rigor of ESL programming in Illinois in order to strengthen the educational pathways from ESL instruction to ABE/ASE instruction, post-secondary education, and career training. This revision addresses the focus of the Workforce Innovation and Opportunity Act (WIOA), which was signed into law in July 2014. According to the U.S. Department of Education, 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 obtain employment.
- 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 the fall of 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 requires states to align content standards for adult education with state-adopted challenging academic content standards. This edition of the Illinois ESL Content Standards addresses this requirement by expanding the standards to include three new components, described in this Introduction:

1. English Language Proficiency (ELP) Standards for Adult Education³ correlated to the College and Career Readiness (CCR) Standards⁴
2. Applicable Illinois ABE/ASE Mathematics Standards
3. The Illinois Technology Skills Checklist for Students

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://iincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

⁴ College and Career Readiness (CCR) for Adult Education, 2013, www.iincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

What Are Content Standards?

Content standards describe what learners should know and be able to do in specific content areas. The Illinois ESL Content Standards define what adult ELLs should know and be able to do as a result of instruction at a particular level.

The Illinois ESL Content Standards are not a curriculum. In addition, they are not:

- A Checklist of Competencies
- A Scope and Sequence of Study
- Performance Indicators, Benchmarks, or Exit Criteria

The Illinois ESL Content Standards are broader than the curricular components above. The standards should serve as the basis for curriculum design, which may include these components. The standards should also function as a tool for selecting or designing appropriate instructional materials and effective standards-based lessons. Section 4 contains sample standards-based lesson plans for a range of ESL levels.

How Are the 2017 ESL Content Standards Different from the 2007 Standards?

The 2007 ESL Content Standards are comprised of leveled language standards for listening, speaking, reading, and writing. While these standards have not changed, the academic rigor of the standards has significantly increased by expanding the standards to include three new components.

1. The English Language Proficiency (ELP) Standards for Adult Education⁵

In November 2016, a new set of federal standards for adult ELLs was released by the U.S. Department of Education, Office of Career, Technical and Adult Education to complement the CCR Standards published in 2013. The new ELP standards are part of the three-year national project, *Preparing Adult ELLs for Rigorous CCR Standards*. The goal of this project is to develop products that support educational programs in assisting adults to achieve competency in English language acquisition as well as rigorous academic content.⁶

The ELP standards are correlated to the CCR standards and are designed to function in tandem with them to meet the needs of ELLs. Because the CCR standards are designed for native speakers of English, they are insufficient as a sole set of 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.⁷

It is important to note that the ELP Standards reflect the three key instructional advances prompted by the CCR Standards:

- 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

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>

⁶ <http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/national-activities.html>

⁷ 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>

There are 10 main ELP Standards with a number of descriptors. Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7. For example, ELP Standard 8 (*An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text*) is necessary in order for ELLs to engage with ELP Standard 1 (*An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing*).

As a whole, the ELP Standards focus on all four areas of language acquisition: listening, speaking, reading, and writing. ELP Standards 1 and 8 focus on receptive skills (i.e., listening and reading) while the focus of ELP Standards 3, 4, and 7 is on productive skills (i.e., speaking and writing). ELP Standards 2, 5, and 6 are interactive in that they require collaborative use of both receptive and productive skills. ELP Standards 9 and 10 focus on the linguistic structures of English.

The chart below lists the 10 ELP Standards and summarizes their functions.

<p style="text-align: center;">ELP Standards</p> <p style="text-align: center;">An ELL can....</p>	<p style="text-align: center;">Functions of Standards</p>
<ol style="list-style-type: none"> 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. 	<p>ELP Standards 1–7:</p> <ul style="list-style-type: none"> ▪ They describe the language necessary for ELLs to engage in content-specific practices associated with academic content standards. ▪ They begin with a focus on extraction of meaning and then progress to engagement in these practices.
<ol style="list-style-type: none"> 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. 	<p>ELP Standards 8–10 support ELP Standards 1–7:</p> <p>They focus on micro-level linguistic features such as determining the meaning of words and using appropriate speech and conventions of language.</p>

Appendix A provides additional information about the ELP Standards including the guiding principles that underlie the standards and practical suggestions for scaffolding instruction in the classroom.

2. Illinois ABE/ASE Mathematics Standards

As stated on page 1, WIOA includes mathematics as a goal of instruction for ELLs. Under WIOA, mathematics should be integrated into ESL curricula 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, each level of the Illinois ESL Content Standards includes standards from the Illinois ABE/ASE Mathematics Standards.

It is important to note that only select ABE/ASE mathematics standards appear in this document. The Illinois ABE/ASE Mathematics Standards are comprised of standards that correspond to the six NRS Educational Functioning Levels for ABE, i.e., from Beginning ABE Literacy through High Adult Secondary. However, the levels of the NRS ABE levels exceed those of the NRS ESL levels as illustrated in the chart on page 6. For this reason, standards selected for inclusion are those which 1) correspond to the target NRS Educational Functioning Levels for ESL and 2) focus on math skills ELLs need in everyday life and in the workplace.

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

1. Mathematics standards appropriate to the language of that 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. Corresponding Illinois ESL Content Standards
4. Examples of math and ESL integration activities in the classroom

The Mathematics Standards are presented in two ways:

- By ESL Level: Section 1 contains the mathematics standards organized by NRS level, along with the Illinois ESL Content Standards and the ELP Standards.
- As a Sequential List: Appendix B contains the mathematics standards as a single sequential list, i.e., from Beginning ESL Literacy through Advanced ESL. This sequential list is designed to assist programs with curriculum development and to assist instructors with lesson planning, particularly in the case of multilevel classrooms where ELLs have differences in math ability and prior math education.

Appendix B also provides additional information about integrating math standards in the ESL classroom, while sample lesson plans for integrating math with ESL appear in Section 4.

3. The Illinois Technology Skills Checklist for Students

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. Section 3 contains the ICCB *Illinois Technology Skills Checklist for Students* that was developed by the ICCB Advisory Committee. A chart correlating the technology skills with applicable Illinois ESL Content Standards by level is included.

Illinois ABE/ASE English Language Arts Standards (Appendix C)

Appendix C contains an alignment of applicable standards from the 2016 edition of the Illinois ABE/ASE Language Arts Standards and the Illinois ESL Content Standards. This alignment may be useful to programs in designing curricula for ELLs who will transition from ESL instruction to ABE/ASE instruction or for ABE/ASE instructors who have ELLs in their classrooms.

Design of the Illinois ESL Content Standards

The Illinois ESL Content Standards have six levels corresponding to the NRS Educational Functioning Levels for ESL. Section 1 contains the ESL Standards, the ELP Standards, and the Mathematics Standards organized by these six levels.

The chart below shows the correlation of the NRS Levels with the ELP, CCR, and Illinois ABE/ASE Language Arts and Mathematics Standards Levels.

Illinois ESL Content Standard Level & NRS Educational Functioning Level for ESL	ELP Level*	CCR Adult Ed Grade Level **	Illinois ABE/ASE Language Arts and Mathematics Standard Level & NRS Educational Functioning Level for ABE
Beginning ESL Literacy (BL)	Level 1	K	Beginning ABE Literacy
Low Beginning ESL (LB)	Level 1	1	Beginning ABE Literacy
High Beginning ESL (HB)	Level 1	1	Beginning ABE Literacy
Low Intermediate ESL (LI)	Level 2	2-3	Beginning Basic Education
High Intermediate ESL (HI)	Level 3	4-5	Low Intermediate Basic Education
Advanced ESL (AE)	Level 4	6-8	High Intermediate Basic Education

* U.S. Department of Education, Office of Career, Technical and Adult Education, *Adult English Language Proficiency Standards for Adult Education*. Washington, DC, 20 <http://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf>

** College and Career Readiness (CCR) for Adult Education, 2013, www.lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf

Guide to the Standards

Section 1 contains the Illinois ESL Content Standards organized by NRS Educational Functioning Level for ESL. For each of the six NRS levels, the Standards appear in this order:

- Illinois ESL Content Standards
- English Language Proficiency (ELP) Standards for Adult Education*
correlated to the Illinois ESL Content Standards and the CCR Standards--see the correlation guide on the following page
- Applicable Illinois ABE/ASE Mathematics Content Standards**
correlated to the Illinois ESL Content Standards—see the correlation guide on page 9

These three sets of standards complement one another and work together to increase the academic rigor of ESL instruction and thus strengthen the educational pathways from ESL instruction to ABE/ASE instruction, post-secondary education, and career training.

The Illinois ESL Content Standards are organized by level 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 includes the ELP Standards and their related “granules” (bulleted descriptions of how the standard can be interpreted for that level). The ELP and the granule descriptions are coded by NRS level, ELP Standard number, and granule number. For example standard BL.1.1 means Beginning ESL Literacy, ELP Standard 1, granule/level-appropriate description 1.

Additionally, each level includes the original Illinois ESL standards in four skill areas, with the following abbreviations:

L	=	Listening
S	=	Speaking
R	=	Reading
W	=	Writing

Each original standard is coded according to the level and the skill. For example, Standard “BL.S1” means “Beginning ESL Literacy, Speaking Standard #1.”

Note about examples: Many of the standards include examples in order to clarify the standards and to provide instructors with possible contexts for teaching those standards. However, 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.

* For more information about the ELP Standards, see the Introduction and Appendix A.

** For more information about the Mathematics Standards, see the Introduction and Appendix B.

Correlation Guide to the English Language Proficiency Standards for Adult Education

English Language Proficiency (ELP) Standard	ELP Standard 4
	<p>An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.</p> <p><i>By the end of this level, an ELL can...</i></p>
ELP "Granule" Code	<ul style="list-style-type: none"> • LB.4.1 - express an opinion about a familiar topic, experience or event. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]</p> <p style="margin-left: 20px;">Write simple familiar words, phrases, and sentences [LB.W2]</p>
Selected standards for Listening, Speaking, Reading, and Writing that are examples of ways this ELP Granule might be applied.	<ul style="list-style-type: none"> • LB.4.2 - give a reason for the opinion. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]</p> <p style="margin-left: 20px;">Write simple familiar words, phrases, and sentences [LB.W2]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

Correlation to the College & Career Readiness (CCR) Standards for Adult Education

Correlation Guide to the Illinois ABE/ASE Mathematics Content Standards

Low Beginning ESL (LB)			
IL ABE/ASE Mathematics Content Standards for ESL			
	IL ABE/ASE Math Standard	Examples of how adults use this skill	
<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> ABE/ASE Math Content Standard Code </div> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> College and Career Readiness (CCR) Standard Code </div>	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: <ul style="list-style-type: none"> 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	Measure the length and width of a yard to determine how much fencing is needed.

¹ Abbrev.	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

Real life example of the skill used in the workplace or everyday life.

BEGINNING ESL LITERACY LEVEL

National Reporting System (NRS)

Educational Functioning Level Descriptors: Beginning ESL Literacy

Level	Listening and Speaking	Basic Reading and Writing
Test Benchmark: CASAS scale scores: Reading: 180 and below BEST Plus 2.0: 88 – 361 BEST Literacy: 0–20	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.
	Functional and Workplace Skills	
	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.	

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test

EFL descriptors, CASAS and BEST Literacy score ranges taken from National Reporting System, February 2016, http://www.nrsweb.org/foundations/implementation_guidelines.aspx
 BEST Plus 2.0 score ranges taken from Center for Applied Linguistics, NRS Score Ranges Special Report, <http://www.cal.org/aea/pdfs/BP2.0-NRS-Score-Range-Report.pdf>

BEGINNING ESL LITERACY (BL)

LISTENING	
BL.L1	Identify English alphabet letter names
BL.L2	Identify cardinal numbers 0-100
BL.L3	Demonstrate understanding of basic greetings and polite expressions (e.g., <i>Good morning. How are you? Thank you.</i>)
BL.L4	Demonstrate understanding of requests for basic personal information (e.g., <i>What's your name? What's your address?</i>)
BL.L5	Follow simple oral classroom instructions (e.g., <i>Repeat, Copy, Listen</i>)
BL.L6	Demonstrate understanding of basic life skills vocabulary (e.g., family, days, months, time, money)
SPEAKING	
BL.S1	Name the letters of the English alphabet
BL.S2	Use cardinal numbers 0-100
BL.S3	Use basic greetings and polite expressions (e.g., <i>Good morning. How are you? Thank you.</i>)
BL.S4	Respond to questions about basic personal information (e.g., <i>What's your name? What's your address?</i>)
BL.S5	Say money amounts
BL.S6	Ask for and give the time (e.g., <i>What time is it? It's 10:30.</i>)
BL.S7	Express lack of understanding (e.g., <i>I don't understand.</i>)
BL.S8	Ask and respond to simple questions using basic life skills vocabulary (e.g., family, days, months, time, money)

Examples may include, but are not limited to, those listed.

BEGINNING ESL LITERACY (BL), Cont.

READING	
BL.R1	Identify the letters of the English alphabet* (both upper and lower case)
BL.R2	Identify cardinal numbers 0-100 in a variety of contexts (e.g., prices, dates, personal information)
BL.R3	Recognize the relationship between letters and their sounds when reading familiar words
BL.R4	Recognize simple personal information words (e.g., <i>first, last, address</i>)
BL.R5	Recognize simple signs related to basic needs (e.g., <i>Men, Women, Exit</i>)
BL.R6	Read simple classroom instructions (e.g., <i>Copy, Circle, Match</i>)
BL.R7	Read short sentences of previously learned vocabulary
BL.R8	Interpret simple symbols (e.g., \$, ¢, #)
BL.R9	Read analog and digital clock times
WRITING	
BL.W1	Print upper and lower case letters*
BL.W2	Write cardinal numbers 0-100 in a variety of contexts (e.g., dates, times, money amounts)
BL.W3	Write simple personal information (e.g., first and last name, address, birthdate)
BL.W4	Copy simple familiar words, phrases, and sentences

Examples may include, but are not limited to, those listed.

* Students may need to develop visual discrimination skills and fine motor skills (i.e., trace letters and numbers following guide arrows) at this level. See next page.

BEGINNING ESL LITERACY (BL), Cont.

ESL 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 ESL literacy skills. The chart below addresses some of the special needs of students at the Beginning ESL Literacy level.

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

Adult Learning Resource Center www.thecenterweb.org/alrc

BEGINNING ESL LITERACY (BL)

English Language Proficiency (ELP) Standards for Adult Education

English Language Proficiency (ELP) Standards for Adult Education 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.

EXAMPLES

Demonstrate understanding of basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.L3]

Demonstrate understanding of requests for basic personal information (e.g., *What's your name? What's your address?*) [BL.L4]

Follow simple oral classroom instructions (e.g., *Repeat, Copy, Listen*) [BL.L5]

Demonstrate understanding of basic life skills vocabulary (e.g., family, days, months, time, money) [BL.L6]

Recognize the relationship between letters and their sounds when reading familiar words [BL.R3]

Recognize simple personal information words (e.g., *first, last, address*) [BL.R4]

Recognize simple signs related to basic needs (e.g., *Men, Women, Exit*) [BL.R5]

Read simple classroom instructions (e.g., *Copy, Circle, Match*) [BL.R6]

Read short sentences of previously learned vocabulary [BL.R7]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

BEGINNING ESL LITERACY (BL)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 2

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

By the end of this level, an ELL can...

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

EXAMPLES

Demonstrate understanding of basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.L3]

Demonstrate understanding of requests for basic personal information (e.g., *What's your name? What's your address?*) [BL.L4]

Follow simple oral classroom instructions (e.g., *Repeat, Copy, Listen*) [BL.L5]

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

EXAMPLES

Demonstrate understanding of basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.L3]

Demonstrate understanding of requests for basic personal information (e.g., *What's your name? What's your address?*) [BL.L4]

Follow simple oral classroom instructions (e.g., *Repeat, Copy, Listen*) [BL.L5]

Use basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.S3]

Respond to questions about basic personal information (e.g., *What's your name? What's your address?*) [BL.S4]

Ask for and give the time (e.g., *What time is it? It's 10:30.*) [BL.S6]

Express lack of understanding (e.g., *I don't understand.*) [BL.S7]

Ask and respond to simple questions using basic life skills vocabulary (e.g., family, days, months, time, money) [BL.S8]

Write simple personal information (e.g., first and last name, address, birthdate) [BL.W3]

- **BL.2.3** - present simple information.

EXAMPLES

Use basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.S3]

Respond to questions about basic personal information (e.g., *What's your name? What's your address?*) [BL.S4]

Ask for and give the time (e.g., *What time is it? It's 10:30.*) [BL.S6]

Ask and respond to simple questions using basic life skills vocabulary (e.g., family, days, months, time, money) [BL.S8]

Write simple personal information (e.g., first and last name, address, birthdate) [BL.W3]

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

EXAMPLES

Demonstrate understanding of requests for basic personal information (e.g., *What's your name? What's your address?*) [BL.L4]

Use basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.S3]

Respond to questions about basic personal information (e.g., *What's your name? What's your address?*)

[BL.S4]

Ask for and give the time (e.g., *What time is it? It's 10:30.*) [BL.S6]

Ask and respond to simple questions using basic life skills vocabulary (e.g., family, days, months, time, money) [BL.S8]

Write simple personal information (e.g., first and last name, address, birthdate) [BL.W3]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

BEGINNING ESL LITERACY (BL)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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.

EXAMPLES

Respond to questions about basic personal information (e.g., *What's your name? What's your address?*) [BL.S4]

Ask for and give the time (e.g., *What time is it? It's 10:30.*) [BL.S6]

Ask and respond to simple questions using basic life skills vocabulary (e.g., family, days, months, time, money) [BL.S8]

Write simple personal information (e.g., first and last name, address, birthdate) [BL.W3]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP 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...

- **BL.6.1** - identify a point an author or a speaker makes.

EXAMPLES

Read short sentences of previously learned vocabulary [BL.R7]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

BEGINNING ESL LITERACY (BL)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 7
An ELL can adapt language choices to purpose, task, and audience when speaking and writing.
<i>By the end of this level, an ELL can...</i>
<ul style="list-style-type: none"> • BL.7.1 - show emerging awareness of differences between informal and formal language use. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Demonstrate understanding of basic greetings and polite expression (e.g., <i>Good morning. How are you? Thank you.</i>) [BL.L3]</p> <p style="margin-left: 20px;">Use basic greetings and polite expressions (e.g., <i>Good morning. How are you? Thank you.</i>) [BL.S3]</p>
<ul style="list-style-type: none"> • BL.7.2 - recognize the meaning of some words learned through conversations, reading, and being read to. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Demonstrate understanding of basic life skills vocabulary (e.g., family, days, months, time, money) [BL.L6]</p> <p style="margin-left: 20px;">Ask and respond to simple questions using basic life skills vocabulary (e.g., family, days, months, time, money) [BL.S8]</p> <p style="margin-left: 20px;">Read short sentences of previously learned vocabulary [BL.R7]</p> <p style="margin-left: 20px;">Copy simple familiar words, phrases, and sentences [BL.W4]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

BEGINNING ESL LITERACY (BL)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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.

EXAMPLES

Demonstrate understanding of basic greetings and polite expressions

(e.g., *Good morning. How are you? Thank you.*) [BL.L3]

Demonstrate understanding of requests for basic personal information

(e.g., *What's your name? What's your address?*) [BL.L4]

Follow simple oral classroom instructions (e.g., *Repeat, Copy, Listen*) [BL.L5]

Demonstrate understanding of basic life skills vocabulary (e.g., family, days, months, time, money) [BL.L6]

Recognize simple personal information words (e.g., *first, last, address*) [BL.R4]

Recognize simple signs related to basic needs (e.g., *Men, Women, Exit*) [BL.R5]

Read simple classroom instructions (e.g., *Copy, Circle, Match*) [BL.R6]

Read short sentences of previously learned vocabulary [BL.R7]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

EXAMPLES

Respond to questions about basic personal information (e.g., *What's your name? What's your address?*)

[BL.S4]

Say money amounts [BL.S5]

Ask for and give the time (e.g., *What time is it? It's 10:30.*) [BL.S6]

Ask and respond to simple questions using basic life skills vocabulary

(e.g., family, days, months, time, money) [BL.S8]

Write cardinal numbers 0-100 in a variety of contexts (e.g., dates, times, money amounts) [BL.W2]

Write simple personal information (e.g., first and last name, address, birthdate) [BL.W3]

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

EXAMPLES

Use basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.S3]

Respond to questions about basic personal information (e.g., *What's your name? What's your address?*)

[BL.S4]

Ask for and give the time (e.g., *What time is it? It's 10:30.*) [BL.S6]

Express lack of understanding (e.g., *I don't understand.*) [BL.S7]

Ask and respond to simple questions using basic life skills vocabulary

(e.g., family, days, months, time, money) [BL.S8]

Write simple personal information (e.g., first and last name, address, birthdate) [BL.W3]

Copy simple familiar words, phrases, and sentences [BL.W4]

Corresponding CCR English Language Arts and Literacy Standards for AE**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 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.

Writing (Illinois Addition)

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.

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

EXAMPLES

Identify cardinal numbers 0-100 [BL.L2]

Demonstrate understanding of basic greetings and polite expressions

(e.g., *Good morning. How are you? Thank you.*) [BL.L3]

Demonstrate understanding of requests for basic personal information

(e.g., *What's your name? What's your address?*) [BL.L4]

Follow simple oral classroom instructions (e.g., *Repeat, Copy, Listen*) [BL.L5]

Demonstrate understanding of basic life skills vocabulary (e.g., family, days, months, time, money) [BL.L6]

Use cardinal numbers 0-100 [BL.S2]

Use basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.S3]

Respond to questions about basic personal information (e.g., *What's your name? What's your address?*) [BL.S4]

Say money amounts [BL.S5]

Ask for and give the time (e.g., *What time is it? It's 10:30.*) [BL.S6]

Express lack of understanding (e.g., *I don't understand.*) [BL.S7]

Ask and respond to simple questions using basic life skills vocabulary

(e.g., family, days, months, time, money) [BL.S8]

Recognize simple personal information words (e.g., *first, last, address*) [BL.R4]

Recognize simple signs related to basic needs (e.g., *Men, Women, Exit*) [BL.R5]

Read simple classroom instructions (e.g., *Copy, Circle, Match*) [BL.R6]

Read short sentences of previously learned vocabulary [BL.R7]

Write simple personal information (e.g., first and last name, address, birthdate) [BL.W3]

Copy simple familiar words, phrases, and sentences [BL.W4]

IL ESL Content Standards Section 2: Supporting Grammar for Beginning ESL Literacy Level: All

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

EXAMPLES

Demonstrate understanding of basic greetings and polite expressions

(e.g., *Good morning. How are you? Thank you.*) [BL.L3]

Demonstrate understanding of requests for basic personal information

(e.g., *What's your name? What's your address?*) [BL.L4]

Use basic greetings and polite expressions (e.g., *Good morning. How are you? Thank you.*) [BL.S3]

Respond to questions about basic personal information (e.g., *What's your name? What's your address?*) [BL.S4]

Ask for and give the time (e.g., *What time is it? It's 10:30.*) [BL.S6]

Ask and respond to simple questions using basic life skills vocabulary

(e.g., family, days, months, time, money) [BL.S8]

Write simple personal information (e.g., first and last name, address, birthdate) [BL.W3]

IL ESL Content Standards Section 2: Supporting Grammar for Beginning ESL Literacy Level: Questions: Yes/no questions and "Wh-" questions

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

Beginning ESL Literacy (BL)

IL ABE/ASE Mathematics Content Standards for ESL

	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*, July 2014.

Corresponding IL ESL Content Standards	
<p>Listening BL.L2: Identify cardinal numbers 0-100</p> <p>Speaking BL.S2: Use cardinal numbers 0-100 BL.S5: Say money amounts BL.S6: Ask for and give the time (e.g. <i>what time is it? It's 10:30.</i>)</p>	<p>Reading BL.R2: Identify cardinal numbers 0-100 in a variety of contexts (e.g. prices, dates, personal information)</p> <p>Writing BL.W2: Write cardinal numbers 0-100 in a variety of contexts (e.g. dates, times, money amounts)</p>

Examples of Math & ESL Integration in the Classroom

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.

LOW BEGINNING ESL LEVEL

National Reporting System (NRS) Educational Functioning Level Descriptors: Low Beginning ESL

Level	Listening and Speaking	Basic Reading and Writing
Test Benchmark: CASAS scale scores Reading: 181–190 BEST Plus 2.0: 362 – 427 BEST Literacy: 21-52	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.
	Functional and Workplace Skills	
	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.	

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test

EFL descriptors, CASAS and BEST Literacy score ranges taken from National Reporting System, February 2016, http://www.nrsweb.org/foundations/implementation_guidelines.aspx
 BEST Plus 2.0 score ranges taken from Center for Applied Linguistics, NRS Score Ranges Special Report, <http://www.cal.org/aea/pdfs/BP2.0-NRS-Score-Range-Report.pdf>

LOW BEGINNING ESL (LB)

LISTENING	
LB.L1	Identify cardinal numbers above 100
LB.L2	Identify ordinal numbers 1 st – 31 st in reference to dates (e.g., September 2nd)
LB.L3	Demonstrate understanding of yes/no and wh- questions about family and self (e.g., <i>Are you married? How many children do you have?</i>)
LB.L4	Demonstrate understanding of simple commands and warnings (e.g., <i>Stop! Be Careful!</i>)
LB.L5	Follow single-step oral instructions (e.g., <i>Close the door. Take a break.</i>)
LB.L6	Respond to very simple requests for repetition and clarification (e.g., <i>Excuse me? What?</i>)
LB.L7	Demonstrate understanding of high-frequency vocabulary in everyday contexts (e.g., health, school, work)
SPEAKING	
LB.S1	Use cardinal numbers above 100
LB.S2	Use ordinal numbers 1 st – 31 st in reference to dates
LB.S3	Spell personal information orally (e.g., <i>My last name is Gomez: G-O-M-E-Z.</i>)
LB.S4	Ask and respond to simple yes/no and wh- questions about family and self (e.g., <i>Are you married? How many children do you have?</i>)
LB.S5	Participate in introductions, greetings, and good-byes.
LB.S6	Ask for repetition and clarification using very simple expressions (e.g., <i>Please repeat. What?</i>)
LB.S7	Produce simple statements and requests related to basic needs (e.g., community, illnesses)
LB.S8	Describe simple everyday activities (e.g., working, shopping)

Examples may include, but are not limited to, those listed.

LOW BEGINNING ESL (LB), Cont.

READING	
LB.R1	Read a variety of personal information words and phrases (e.g., <i>date of birth</i> vs. <i>birthdate</i> , <i>home phone</i> vs. <i>work phone</i>)
LB.R2	Read high frequency signs in familiar contexts (e.g., traffic signs, restroom signs)
LB.R3	Apply sound/letter relationships when reading familiar words
LB.R4	Read simple written instructions with familiar vocabulary in everyday contexts (e.g., textbook instructions, food preparation)
LB.R5	Read simple sentences on familiar topics (e.g., family, school, work)
WRITING	
LB.W1	Complete simple personal information in short forms (e.g., simplified registration form)
LB.W2	Write simple familiar words, phrases, and sentences
LB.W3	Use basic capitalization and punctuation (e.g., names, dates, titles, period, question mark)
LB.W4	Complete simple writing tasks using personal information (e.g., address an envelope, create an emergency contact)

Examples may include, but are not limited to, those listed.

LOW BEGINNING ESL (LB)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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:

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.L3]

Demonstrate understanding of simple commands and warnings (e.g., *Stop! Be Careful!*) [LB.L4]

Follow single-step oral instructions (e.g., *Close the door. Take a break.*) [LB.L5]

Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*) [LB.L6]

Demonstrate understanding of high-frequency vocabulary in everyday contexts

(e.g., health, school, work) [LB.L7]

Read a variety of personal information words and phrases

(e.g., *date of birth vs. birthdate, home phone vs. work phone*) [LB.R1]

Read high frequency signs in familiar contexts (e.g., traffic signs, restroom signs) [LB.R2]

Apply sound/letter relationships when reading familiar words [LB.R3]

Read simple written instructions with familiar vocabulary in everyday contexts

(e.g., textbook instructions, food preparation) [LB.R4]

Read simple sentences on familiar topics (e.g., family, school, work) [LB.R5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

LOW BEGINNING ESL (LB)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 2

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

By the end of this level, an ELL can...

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions about family and self
(e.g., *Are you married? How many children do you have?*) [LB:L3]
Demonstrate understanding of simple commands and warnings (e.g., *Stop! Be Careful!*) [LB.L4]
Follow single-step oral instructions (e.g., *Close the door. Take a break.*) [LB.L5]
Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*) [LB.L6]

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions about family and self
(e.g., *Are you married? How many children do you have?*) [LB:L3]
Demonstrate understanding of simple commands and warnings (e.g., *Stop! Be Careful!*) [LB.L4]
Follow single-step oral instructions (e.g., *Close the door. Take a break.*) [LB.L5]
Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*) [LB.L6]
Ask and respond to simple yes/no and wh-questions about family and self
(e.g., *Are you married? How many children do you have?*) [LB.S4]
Participate in introductions, greetings, and good-byes. [LB.S5]
Ask for repetition and clarification using very simple expressions (e.g., *Please repeat. What?*) [LB.S6]
Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]
Complete simple personal information in short forms (e.g., simplified registration form) [LB.W1]
Complete simple writing tasks using personal information
(e.g., address an envelope, create an emergency contact) [LB.W4]

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

EXAMPLES

Spell personal information orally (e.g., *My last name is Gomez: G-O-M-E-Z*) [LB.S3]
Ask and respond to simple yes/no and wh- questions about family and self
(e.g., *Are you married? How many children do you have?*) [LB.S4]
Participate in introductions, greetings, and good-byes [LB.S5]
Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]
Describe simple everyday activities (e.g., working, shopping) [LB.S8]
Complete simple personal information in short forms (e.g., simplified registration form) [LB.W1]
Write simple familiar words, phrases, and sentences [LB.W2]
Complete simple writing tasks using personal information
(e.g., address an envelope, create an emergency contact) [LB.W4]

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.L3]

Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*) [LB.L6]

Ask and respond to simple yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.S4]

Complete simple personal information in short forms (e.g., simplified registration form) [LB.W1]

Complete simple writing tasks using personal information

(e.g., address an envelope, create an emergency contact) [LB.W4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP Standard 3
An ELL can speak and write about level-appropriate complex literary and informational texts and topics.
<i>By the end of this level, an ELL can, with support...</i>
<ul style="list-style-type: none"> • LB.3.1 - communicate information and feelings about familiar texts, topics, and experiences. <p>EXAMPLES</p> <p>Ask and respond to simple yes/no and wh- questions about family and self (e.g., <i>Are you married? How many children do you have?</i>) [LB.S4]</p> <p>Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]</p> <p>Describe simple everyday activities (e.g., working, shopping) [LB.S8]</p> <p>Complete simple personal information in short forms (e.g., simplified registration form) [LB.W1]</p> <p>Write simple familiar words, phrases, and sentences [LB.W2]</p> <p>Complete simple writing tasks using personal information (e.g., address an envelope, create an emergency contact) [LB.W4]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP Standard 4
An ELL can construct level-appropriate oral and written claims and support them with reasoning and evidence.
<i>By the end of this level, an ELL can...</i>
<ul style="list-style-type: none"> • LB.4.1 - express an opinion about a familiar topic, experience or event. <p style="margin-left: 40px;">EXAMPLES</p> <p style="margin-left: 40px;">Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7] Write simple familiar words, phrases, and sentences [LB.W2]</p>
<ul style="list-style-type: none"> • LB.4.2 - give a reason for the opinion. <p style="margin-left: 40px;">EXAMPLES</p> <p style="margin-left: 40px;">Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7] Write simple familiar words, phrases, and sentences [LB.W2]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP Standard 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
<i>By the end of this level, an ELL can, with support...</i>
<ul style="list-style-type: none"> • LB.5.1 - gather information from a few provided print and digital sources. <p style="margin-left: 20px;">EXAMPLES Read simple sentences on familiar topics (e.g., family, school, work) [LB.R5]</p>
<ul style="list-style-type: none"> • LB 5.2 - label collected information, experiences, or events. <p style="margin-left: 20px;">EXAMPLES Write simple familiar words, phrases, and sentences [LB.W2]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP 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.

EXAMPLES

Read simple sentences on familiar topics (e.g., family, school, work) [LB.R5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP 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.

EXAMPLES

Participate in introductions, greetings, and good-byes. [LB.S5]

Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]

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

EXAMPLES

Demonstrate understanding of high-frequency vocabulary in everyday contexts
(e.g., health, school, work) [LB.L7]

Read simple sentences on familiar topics (e.g., family, school, work) [LB.R5]

Write simple familiar words, phrases, and sentences [LB.W2]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

LOW BEGINNING ESL (LB)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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.

EXAMPLES

Demonstrate understanding of yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB:L3]

Demonstrate understanding of simple commands and warnings (e.g., *Stop! Be Careful!*) [LB.L4]

Follow single-step oral instructions (e.g., *Close the door. Take a break.*) [LB.L5]

Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*) [LB.L6]

Demonstrate understanding of high-frequency vocabulary in everyday contexts (e.g., health, school, work) [LB.L7]

Read a variety of personal information words and phrases

(e.g., *date of birth vs. birthdate, home phone vs. work phone*) [LB.R1]

Read high frequency signs in familiar contexts (e.g., traffic signs, restroom signs) [LB.R2]

Read simple written instructions with familiar vocabulary in everyday contexts

(e.g., textbook instructions, food preparation) [LB.R4]

Read simple sentences on familiar topics (e.g., family, school, work) [LB.R5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

LOW BEGINNING ESL (LB)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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.

EXAMPLES

Spell personal information orally (e.g., *My last name is Gomez: G-O-M-E-Z*) [LB.S3]

Ask and respond to simple yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.S4]

Participate in introductions, greetings, and good-byes [LB.S5]

Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]

Describe simple everyday activities (e.g., working, shopping) [LB.S8]

Complete simple personal information in short forms (e.g., simplified registration form) [LB.W1]

Write simple familiar words, phrases, and sentences [LB.W2]

Complete simple writing tasks using personal information

(e.g., address an envelope, create an emergency contact) [LB.W4]

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

EXAMPLES

Ask and respond to simple yes/no and wh-questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.S4]

Participate in introductions, greetings, and good-byes. [LB.S5]

Ask for repetition and clarification using very simple expressions (e.g., *Please repeat. What?*) [LB.S6]

Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]

Describe simple everyday activities (e.g., working, shopping) [LB.S8]

Write simple familiar words, phrases, and sentences [LB.W2]

Corresponding CCR English Language Arts and Literacy Standards for AE

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 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.

Writing (*Illinois Addition*)

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.

LOW BEGINNING ESL (LB)

English Language Proficiency Standards for Adult Education

ELP 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.

EXAMPLES

Identify cardinal numbers above 100 [LB.L1]

Identify ordinal numbers 1st - 31st in reference to dates (e.g., September 2nd) [LB.L2]

Demonstrate understanding of yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.L3]

Demonstrate understanding of simple commands and warnings (e.g., *Stop! Be Careful!*) [LB.L4]

Follow single-step oral instructions (e.g., *Close the door. Take a break.*) [LB.L5]

Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*) [LB.L6]

Demonstrate understanding of high-frequency vocabulary in everyday contexts (e.g., health, school, work) [LB.L7]

Use cardinal numbers above 100 [LB.S1]

Use ordinal numbers 1st-31st in reference to dates [LB.S2]

Ask and respond to simple yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.S4]

Participate in introductions, greetings, and good-byes. [LB.S5]

Ask for repetition and clarification using very simple expressions (e.g., *Please repeat. What?*) [LB.S6]

Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]

Describe simple everyday activities (e.g., working, shopping) [LB.S8]

Read a variety of personal information words and phrases

(e.g., *date of birth vs. birthdate, home phone vs. work phone*) [LB.R1]

Read high frequency signs in familiar contexts (e.g., traffic signs, restroom signs) [LB.R2]

Read simple written instructions with familiar vocabulary in everyday contexts

(e.g., textbook instructions, food preparation) [LB.R4]

Read simple sentences on familiar topics (e.g., family, school, work) [LB.R5]

Complete simple personal information in short forms (e.g., simplified registration form) [LB.W1]

Write simple familiar words, phrases, and sentences [LB.W2]

Complete simple writing tasks using personal information

(e.g., address an envelope, create an emergency contact) [LB.W4]

IL ESL Content Standards Section 2: Supporting Grammar for Low Beginning ESL Level: All

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.L3]

Respond to very simple requests for repetition and clarification (e.g., *Excuse me? What?*) [LB.L6]

Ask and respond to simple yes/no and wh- questions about family and self

(e.g., *Are you married? How many children do you have?*) [LB.S4]

Participate in introductions, greetings, and good-byes. [LB.S5]

Produce simple statements and requests related to basic needs (e.g., community, illnesses) [LB.S7]

Complete simple personal information in short forms (e.g., simplified registration form) [LB.W1]

Write simple familiar words, phrases, and sentences [LB.W2]

Use basic capitalization and punctuation (e.g., names, dates, titles, period, question mark) [LB.W3]

Complete simple writing tasks using personal information

(e.g., address an envelope, create an emergency contact) [LB.W4]

IL ESL Content Standards Section 2: Supporting Grammar for Low Beginning ESL Level: Questions: Yes/no questions and "Wh-" questions

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

Low Beginning ESL (LB)

IL ABE/ASE Mathematics Content Standards for ESL

	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: <ul style="list-style-type: none"> 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	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, July 2014.*

Corresponding IL ESL Content Standards	
<p>Listening LB.L1: Identify cardinal numbers above 100 LB.L2: Identify ordinal numbers 1st – 31st in reference to dates (e.g., September 2nd)</p> <p>Speaking LB.S1: Use cardinal numbers above 100 LB.S2: Use ordinal numbers 1st – 31st in reference to dates</p>	<p>Reading LB.R1: Read a variety of personal information words and phrases (e.g., <i>date of birth</i> vs. <i>birthdate</i>, <i>home phone</i> vs. <i>work phone</i>) LB.R4: Read simple written instructions with familiar vocabulary in everyday contexts (e.g. textbook instructions, food preparation)</p> <p>Writing LB.W4: Complete simple writing tasks using personal information (e.g., address an envelope, create an emergency contact)</p>

Examples of Math & ESL Integration in the Classroom

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”.”

HIGH BEGINNING ESL LEVEL

National Reporting System (NRS)

Educational Functioning Level Descriptors: High Beginning ESL

Level	Listening and Speaking	Basic Reading and Writing
Test Benchmark: CASAS scale scores Reading: 191–200 BEST Plus 2.0: 428 – 452 BEST Literacy: 53–63	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.
	Functional and Workplace Skills	
	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.	

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test

EFL descriptors, CASAS and BEST Literacy score ranges taken from National Reporting System, February 2016, http://www.nrsweb.org/foundations/implementation_guidelines.aspx
 BEST Plus 2.0 score ranges taken from Center for Applied Linguistics, NRS Score Ranges Special Report, <http://www.cal.org/aea/pdfs/BP2.0-NRS-Score-Range-Report.pdf>

HIGH BEGINNING ESL (HB)

LISTENING	
HB.L1	Identify ordinal numbers in everyday contexts (e.g., <i>Put this box on the second shelf. Take the elevator to the fifth floor.</i>)
HB.L2	Demonstrate understanding of yes/no and wh- questions in familiar contexts (e.g., <i>Do your children go to school here? Where do you work?</i>)
HB.L3	Follow simple oral instructions in everyday contexts (e.g., follow directions to a room in a building, log into a computer system)
HB.L4	Respond to simple requests for repetition and clarification (e.g., <i>What did you say? Could you repeat that?</i>)
HB.L5	Demonstrate understanding of vocabulary in a variety of contexts (e.g., employment, community)
SPEAKING	
HB.S1	Use cardinal and ordinal numbers in everyday contexts
HB.S2	Spell words orally if needed to clarify meaning (e.g., <i>The street name is E-S-T-E-S.</i>)
HB.S3	Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community)
HB.S4	Participate in familiar social interactions (e.g., <i>How's it going? What's new?</i>)
HB.S5	Ask for repetition and clarification (e.g., <i>Please say that again. I don't understand.</i>)
HB.S6	Produce simple statements and requests in a variety of contexts (e.g., employment, community)
HB.S7	Describe routine activities (e.g., daily, weekend, work, holiday)

Examples may include, but are not limited to, those listed.

HIGH BEGINNING ESL (HB), Cont.

READING	
HB.R1	Read a variety of signs and charts in everyday contexts (e.g., work, school, community)
HB.R2	Apply sound/letter relationships when reading
HB.R3	Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels)
HB.R4	Read a short paragraph with familiar vocabulary
WRITING	
HB.W1	Complete simplified forms (e.g., school registration form, contact information form)
HB.W2	Write simple sentences on familiar topics
HB.W3	Use capitalization and punctuation in simple sentences
HB.W4	Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check)

Examples may include, but are not limited to, those listed.

HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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:

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions in familiar contexts

(e.g., *Do your children go to school here? Where do you work?*) [HB.L2]

Follow simple oral instructions in everyday contexts

(e.g., follow directions to a room in a building, log into a computer system) [HB.L3]

Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*) [HB.L4]

Demonstrate understanding of vocabulary in a variety of contexts (e.g., employment, community) [HB.L5]

Read a variety of signs and charts in everyday contexts (e.g., work, school, community) [HB.R1]

Apply sound/letter relationships when reading [HB.R2]

Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels) [HB.R3]

Read a short paragraph with familiar vocabulary [HB.R4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 2

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

By the end of this level, an ELL can...

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions in familiar contexts

(e.g., *Do your children go to school here? Where do you work?*) [HB.L2]

Follow simple oral instructions in everyday contexts [HB.L3]

(e.g., follow directions to a room in a building, log into a computer system)

Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*) [HB.L4]

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions in familiar contexts

(e.g., *Do your children go to school here? Where do you work?*) [HB.L2]

Follow simple oral instructions in everyday contexts

(e.g., follow directions to a room in a building, log into a computer system) [HB.L3]

Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*) [HB.L4]

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]

Participate in familiar social interactions (e.g., *How's it going? What's new?*) [HB.S4]

Ask for repetition and clarification (e.g., *Please say that again. I don't understand.*) [HB.S5]

Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]

Complete simplified forms (e.g., school registration form, contact information form) [HB.W1]

Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check) [HB.W4]

- **HB.2.3** - present simple information

EXAMPLES

Spell words orally if needed to clarify meaning (e.g., *The street name is E-S-T-E-S.*) [HB.S2]

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]

Participate in familiar social interactions (e.g., *How's it going? What's new?*) [HB.S4]

Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]

Describe routine activities (e.g., daily, weekend, work, holiday) [HB.S7]

Complete simplified forms (e.g., school registration form, contact information form) [HB.W1]

Write simple sentences on familiar topics [HB.W2]

Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check) [HB.W4]

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions in familiar contexts

(e.g., *Do your children go to school here? Where do you work?*) [HB.L2]

Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*) [HB.L4]

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]

Participate in familiar social interactions (e.g., *How's it going? What's new?*) [HB.S4]

Complete simplified forms (e.g., school registration form, contact information form) [HB.W1]

Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check) [HB.W4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

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

EXAMPLES

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]

Participate in familiar social interactions (e.g., *How's it going? What's new?*) [HB.S4]

Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]

Describe routine activities (e.g., daily, weekend, work, holiday) [HB.S7]

Complete simplified forms (e.g., school registration form, contact information form) [HB.W1]

Write simple sentences on familiar topics [HB.W2]

Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check) [HB.W4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP 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** - express an opinion about a familiar topic, experience or event.

EXAMPLES

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]

Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]

Write simple sentences on familiar topics [HB.W2]

- **HB.4.2** - give a reason for the opinion.

EXAMPLES

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]

Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]

Write simple sentences on familiar topics [HB.W2]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 5
An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems.
<i>By the end of this level, an ELL can, with support...</i>
<ul style="list-style-type: none"> • HB.5.1 - carry out short, shared research projects. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Read a variety of signs and charts in everyday contexts (e.g., work, school, community) [HB.R1] Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels) [HB.R3] Read a short paragraph with familiar vocabulary [HB.R4]</p>
<ul style="list-style-type: none"> • HB.5.2 - gather information from a few provided print and digital sources. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Read a variety of signs and charts in everyday contexts (e.g., work, school, community) [HB.R1] Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels) [HB.R3] Read a short paragraph with familiar vocabulary [HB.R4]</p>
<ul style="list-style-type: none"> • HB.5.3 - label collected information, experiences, or events. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Write simple sentences on familiar topics [HB.W2]</p>
<ul style="list-style-type: none"> • HB.5.4 - recall information from experience or from a provided source. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP 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 a point an author or a speaker makes.

EXAMPLES

Read a short paragraph with familiar vocabulary [HB.R4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 7
An ELL can adapt language choices to purpose, task, and audience when speaking and writing.
<i>By the end of this level, an ELL can...</i>
<ul style="list-style-type: none"> • HB.7.1 - show emerging awareness of differences between informal and formal language use. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Participate in familiar social interactions (e.g., <i>How's it going? What's new?</i>) [HB.S4]</p> <p style="margin-left: 20px;">Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]</p>
<ul style="list-style-type: none"> • HB.7.2 - recognize the meaning of some words learned through conversations, reading, and being read to. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Demonstrate understanding of vocabulary in a variety on contexts (e.g., employment, community) [HB.L5]</p> <p style="margin-left: 20px;">Read a short paragraph with familiar vocabulary [HB.R4]</p> <p style="margin-left: 20px;">Write simple sentences on familiar topics [HB.W2]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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),

- **HB.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.

EXAMPLES

Identify ordinal numbers in everyday contexts

(e.g., *Put this box on the second shelf. Take the elevator to the fifth floor.*) [HB.L1]

Demonstrate understanding of yes/no and wh- questions in familiar contexts

(e.g., *Do your children go to school here? Where do you work?*) [HB.L2]

Follow simple oral instructions in everyday contexts

(e.g., follow directions to a room in a building, log into a computer system) [HB.L3]

Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*) [HB.L4]

Demonstrate understanding of vocabulary in a variety of contexts (e.g., employment, community) [HB.L5]

Read a variety of signs and charts in everyday contexts (e.g., work, school, community) [HB.R1]

Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels) [HB.R3]

Read a short paragraph with familiar vocabulary [HB.R4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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** - communicate basic information about an event or topic.

EXAMPLES

Spell words orally if needed to clarify meaning (e.g., *The street name is E-S-T-E-S.*) [HB.S2]
 Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]
 Participate in familiar social interactions (e.g., *How's it going? What's new?*) [HB.S4]
 Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]
 Describe routine activities (e.g., daily, weekend, work, holiday) [HB.S7]
 Complete simplified forms (e.g., school registration form, contact information form) [HB.W1]
 Write simple sentences on familiar topics [HB.W2]
 Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check) [HB.W4]

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

EXAMPLES

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]
 Participate in familiar social interactions (e.g., *How's it going? What's new?*) [HB.S4]
 Ask for repetition and clarification (e.g., *Please say that again. I don't understand.*) [HB.S5]
 Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]
 Describe routine activities (e.g., daily, weekend, work, holiday) [HB.S7]
 Write simple sentences on familiar topics [HB.W2]

Corresponding CCR English Language Arts and Literacy Standards for AE

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 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.

Writing (Illinois Addition)

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.

HIGH BEGINNING ESL (HB)

English Language Proficiency (ELP) Standards for Adult Education

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

EXAMPLES

Identify ordinal numbers in everyday contexts

(e.g., *Put this box on the second shelf. Take the elevator to the fifth floor.*) [HB.L1]

Demonstrate understanding of yes/no and wh- questions in familiar contexts

(e.g., *Do your children go to school here? Where do you work?*) [HB.L2]

Follow simple oral instructions in everyday contexts

(e.g., follow directions to a room in a building, log into a computer system) [HB.L3]

Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*) [HB.L4]

Demonstrate understanding of vocabulary in a variety on contexts (e.g., employment, community) [HB.L5]

Use cardinal and ordinal numbers in everyday contexts [HB.S1]

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]

Participate in familiar social interactions (e.g., *How's it going? What's new?*) [HB.S4]

Ask for repetition and clarification (e.g., *Please say that again. I don't understand.*) [HB.S5]

Produce simple statements and requests in a variety of contexts (e.g., employment, community) [HB.S6]

Describe routine activities (e.g., daily, weekend, work, holiday) [HB.S7]

Read a variety of signs and charts in everyday contexts (e.g., work, school, community) [HB.R1]

Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels) [HB.R3]

Read a short paragraph with familiar vocabulary [HB.R4]

Complete simplified forms (e.g., school registration form, contact information form) [HB.W1]

Write simple sentences on familiar topics [HB.W2]

Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check) [HB.W4]

IL ESL Content Standards Section 2: Supporting Grammar for High Beginning ESL Level: All

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

EXAMPLES

Demonstrate understanding of yes/no and wh- questions in familiar contexts

(e.g., *Do your children go to school here? Where do you work?*) [HB.L2]

Respond to simple requests for repetition and clarification (e.g., *What did you say? Could you repeat that?*) [HB.L4]

Ask and respond to yes/no and wh- questions in familiar contexts (e.g., school, work, community) [HB.S3]

Participate in familiar social interactions (e.g., *How's it going? What's new?*) [HB.S4]

Complete simplified forms (e.g., school registration form, contact information form) [HB.W1]

Write simple sentences on familiar topics [HB.W2]

Use capitalization and punctuation in simple sentences [HB.W3]

Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check) [HB.W4]

IL ESL Content Standards Section 2: Supporting Grammar for High Beginning ESL Level: Questions: Yes/no questions and "Wh-" questions

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

High Beginning ESL (HB)

IL ABE/ASE Mathematics Content Standards for ESL

	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, July 2014*.

Corresponding IL ESL Content Standards	
<p>Listening HB.L1: Identify ordinal numbers in everyday contexts (e.g., <i>Put this box on the second shelf. Take the elevator to the fifth floor.</i>)</p>	<p>Reading HB.R1: Read a variety of signs and charts in everyday contexts (e.g., work, school, community) HB.R3: Read written instructions in familiar contexts (e.g., workplace instructions, prescription labels)</p>
<p>Speaking HB.S1: Use cardinal and ordinal numbers in everyday contexts. HB.S7: Describe routine activities (e.g., daily, weekend, work, holiday)</p>	<p>Writing HB.W4: Complete simple writing tasks related to everyday needs (e.g., make a grocery list, write a check)</p>

Examples of Math and ESL 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 such as "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."

LOW INTERMEDIATE ESL LEVEL

National Reporting System (NRS)

Educational Functioning Level Descriptors: Low Intermediate ESL

Level	Listening and Speaking	Basic Reading and Writing
Test Benchmark: CASAS scale scores: Reading: 201–210 BEST Plus 2.0: 453 – 484 BEST Literacy: 64– 67	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).
	Functional and Workplace Skills	
	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).	

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test

EFL descriptors, CASAS and BEST Literacy score ranges taken from National Reporting System, February 2016, http://www.nrsweb.org/foundations/implementation_guidelines.aspx
 BEST Plus 2.0 score ranges taken from Center for Applied Linguistics, NRS Score Ranges Special Report, <http://www.cal.org/aea/pdfs/BP2.0-NRS-Score-Range-Report.pdf>

LOW INTERMEDIATE ESL (LI)

LISTENING	
LI.L1	Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health)
LI.L2	Respond to short phone conversations related to immediate needs (e.g., calling in sick, emergencies)
LI.L3	Follow simple oral directions and instructions (e.g., finding a room in a building, buying a train ticket)
LI.L4	Identify main idea and some details in a short conversation or listening activity
LI.L5	Respond to requests for repetition or clarification (e.g., <i>Would you say that again please? What do you mean?</i>)
LI.L6	Distinguish between formal and informal language in everyday conversations (e.g., <i>Hello. How are you?</i> vs. <i>What's up?</i>)
SPEAKING	
LI.S1	Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health)
LI.S2	Participate in routine social conversations (e.g., talking about one's weekend, talking to neighbors)
LI.S3	Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies)
LI.S4	Give simple directions to a location (e.g., to a school, post office, restroom)
LI.S5	Give simple instructions (e.g., how to make a favorite recipe, how to do laundry)
LI.S6	Describe personal events (e.g., one's weekend activities, one's work routines)
LI.S7	Express lack of understanding by asking for repetition or clarification (e.g., <i>Could you repeat that, please? What do you mean?</i>)
LI.S8	Describe abilities and skills (e.g., <i>I know how to drive a forklift. I can speak English and Spanish.</i>)

Examples may include, but are not limited to, those listed.

LOW INTERMEDIATE ESL (LI), Cont.

READING	
LI.R1	Read short passages on familiar topics (e.g., family or neighborhood)
LI.R2	Use titles, headings, and visuals to predict the content of short passages
LI.R3	Identify the main idea in short passages on familiar topics
LI.R4	Read authentic materials related to immediate needs (e.g., phone book, bus schedule, bill)
LI.R5	Use alphabetical or numerical order to locate information (e.g., in a phone book, dictionary, index)
LI.R6	Read common abbreviations (e.g., in want ads, prescription labels, or housing ads)
WRITING	
LI.W1	Write short paragraphs on familiar topics (e.g., family or neighborhood)
LI.W2	Apply capitalization and punctuation rules (e.g., comma in series, apostrophe)
LI.W3	Complete authentic forms (e.g., change of address, job application, library card application)
LI.W4	Write simple directions to a familiar location (e.g., to one's house, to a local store)
LI.W5	Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair)

Examples may include, but are not limited to, those listed.

LOW INTERMEDIATE ESL (LI)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 1
<p>An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.</p> <p><i>By the end of this level, an ELL can use an emerging set of strategies to:</i></p>
<ul style="list-style-type: none"> • LI.1.1 - identify the main topic in oral presentations and simple spoken and written texts. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Identify main idea and some details in a short conversation or listening activity [LI.L4]</p> <p style="margin-left: 20px;">Read short passages on familiar topics (e.g., family or neighborhood) [LI.R1]</p> <p style="margin-left: 20px;">Use titles, headings, and visuals to predict the content of short passages [LI.R2]</p> <p style="margin-left: 20px;">Identify the main idea in short passages on familiar topics [LI.R3]</p>
<ul style="list-style-type: none"> • LI.1.2 - retell a few key details. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Identify main idea and some details in a short conversation or listening activity [LI.L4]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

LOW INTERMEDIATE ESL (LI)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 2

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

By the end of this level, an ELL can...

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

EXAMPLES

Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health) [LI.L1]
 Respond to short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.L2]
 Identify main idea and some details in a short conversation or listening activity [LI.L4]
 Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health) [LI.S1]
 Participate in routine social conversations (e.g., talking about one's weekend, talking to neighbors) [LI.S2]
 Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.S3]
 Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]
 Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

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

EXAMPLES

Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health) [LI.S1]
 Participate in routine social conversations (e.g., talking about one's weekend, talking to neighbors) [LI.S2]
 Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.S3]
 Give simple directions to a location (e.g., to a school, post office, restroom) [LI.S4]
 Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]
 Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]
 Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]
 Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]
 Complete authentic forms (e.g., change of address, job application, library card application) [LI.W3]
 Write simple directions to a familiar location (e.g., to one's house, to a local store) [LI.W4]
 Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

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

EXAMPLES

Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health) [LI.L1]
 Respond to short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.L2]
 Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health) [LI.S1]
 Participate in routine social conversations (e.g., talking about one's weekend, talking to neighbors) [LI.S2]
 Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.S3]

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

EXAMPLES

Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health) [LI.L1]

Respond to short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.L2]

Respond to requests for repetition or clarification

(e.g., *Would you say that again please? What do you mean?*) [LI.L5]

Participate in routine face-to-face conversations related to immediate needs

(e.g., shopping, transportation, health) [LI.S1]

Participate in routine social conversations (e.g., talking about one's weekend, talking to neighbors) [LI.S2]

Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.S3]

Complete authentic forms (e.g., change of address, job application, library card application) [LI.W3]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP 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.

EXAMPLES

Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]

Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]

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

EXAMPLES

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Complete authentic forms (e.g., change of address, job application, library card application) [LI.W3]

Write simple directions to a familiar location (e.g., to one's house, to a local store) [LI.W4]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

LOW INTERMEDIATE ESL (LI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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, experiences, or events.

EXAMPLES

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]

Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

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

EXAMPLES

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]

Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

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

EXAMPLES

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]

Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

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

EXAMPLES

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]

Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

LOW INTERMEDIATE ESL (LI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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 individual or shared research projects.

EXAMPLES

Read short passages on familiar topics (e.g., family or neighborhood) [LI.R1]
 Use titles, headings, and visuals to predict the content of short passages [LI.R2]
 Identify the main idea in short passages on familiar topics [LI.R3]
 Read authentic materials related to immediate needs (e.g., phone book, bus schedule, bill) [LI.R4]
 Use alphabetical or numerical order to locate information (e.g., in a phone book, dictionary, index) [LI.R5]
 Read common abbreviations (e.g., in want ads, prescription labels, or housing ads) [LI.R6]
 Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

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

EXAMPLES

Read short passages on familiar topics (e.g., family or neighborhood) [LI.R1]
 Use titles, headings, and visuals to predict the content of short passages [LI.R2]
 Identify the main idea in short passages on familiar topics [LI.R3]
 Read authentic materials related to immediate needs (e.g., phone book, bus schedule, bill) [LI.R4]
 Use alphabetical or numerical order to locate information (e.g., in a phone book, dictionary, index) [LI.R5]
 Read common abbreviations (e.g., in want ads, prescription labels, or housing ads) [LI.R6]

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

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

EXAMPLES

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP 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** - identify the main argument an author or speaker makes.

EXAMPLES

Identify main idea and some details in a short conversation or listening activity [LI.L4]
 Identify the main idea in short passages on familiar topics [LI.R3]

- **LI.6.2** - identify one reason an author or a speaker gives to support the argument.

EXAMPLES

Identify main idea and some details in a short conversation or listening activity [LI.L4]
 Identify the main idea in short passages on familiar topics [LI.R3]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

LOW INTERMEDIATE ESL (LI)

English Language Proficiency (ELP) Standards for Adult Education

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

EXAMPLES

LI.L6: Distinguish between formal and informal language in everyday conversations
(e.g., *Hello. How are you?* vs. *What's up?*) [LI.L6]

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

EXAMPLES

Participate in routine face-to-face conversations related to immediate needs
(e.g., shopping, transportation, health) [LI.S1]

Participate in routine social conversations (e.g., talking about one's weekend, talking to neighbors) [LI.S2]

Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies)
[LI.S3]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair)
[LI.W5]

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

EXAMPLES

Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair)
[LI.W5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP 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),

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

EXAMPLES

Use titles, headings, and visuals to predict the content of short passages [LI.R2]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

LOW INTERMEDIATE ESL (LI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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 short sequence of events in order.

EXAMPLES

Give simple directions to a location (e.g., to a school, post office, restroom) [LI.S4]

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Write simple directions to a familiar location (e.g., to one's house, to a local store) [LI.W4]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

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

EXAMPLES

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

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

EXAMPLES

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

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

See IL ESL Content Standards Section 2: Supporting Grammar for Low Intermediate Level: Conjunctions

Corresponding CCR English Language Arts and Literacy Standards for AE

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 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.

LOW INTERMEDIATE ESL (LI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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 frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions

EXAMPLES

Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health) [LI.S1]

Participate in routine social conversations (e.g., talking about one's weekend, talking to neighbors) [LI.S2]

Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.S3]

Give simple directions to a location (e.g., to a school, post office, restroom) [LI.S4]

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]

Express lack of understanding by asking for repetition or clarification (e.g., *Could you repeat that, please? What do you mean?*) [LI.S7]

Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Complete authentic forms (e.g., change of address, job application, library card application) [LI.W3]

Write simple directions to a familiar location (e.g., to one's house, to a local store) [LI.W4]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

IL ESL Content Standards Section 2: Supporting Grammar for Low Intermediate Level: All

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

EXAMPLES

Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health) [LI.S1]

Participate in routine social conversations (e.g., talking about one's weekend, talking to neighbors) [LI.S2]

Participate in short phone conversations related to immediate needs (e.g., calling in sick, emergencies) [LI.S3]

Give simple directions to a location (e.g., to a school, post office, restroom) [LI.S4]

Give simple instructions (e.g., how to make a favorite recipe, how to do laundry) [LI.S5]

Describe personal events (e.g., one's weekend activities, one's work routines) [LI.S6]

Express lack of understanding by asking for repetition or clarification (e.g., *Could you repeat that, please? What do you mean?*) [LI.S7]

Describe abilities and skills (e.g., *I know how to drive a forklift. I can speak English and Spanish.*) [LI.S8]

Write short paragraphs on familiar topics (e.g., family or neighborhood) [LI.W1]

Apply capitalization and punctuation rules (e.g., comma in series, apostrophe) [LI.W2]

Write simple directions to a familiar location (e.g., to one's house, to a local store) [LI.W4]

Write short notes (e.g., to a teacher or employer explaining an absence, to a landlord requesting a repair) [LI.W5]

IL ESL Content Standards Section 2: Supporting Grammar for Low Intermediate Level: Conjunctions

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

Low Intermediate ESL (LI)

IL ABE/ASE Mathematics Content Standards for ESL

	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 5×7 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 5×7 .	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	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.</p> <p>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).</p> <p>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.</p> <p>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.</p>	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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	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, July 2014.*

Corresponding IL ESL Content Standards

Listening

LI.L1: Respond to statements, questions and commands in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health)

LI.L3: Follow simple oral directions and instructions (e.g., finding a room in a building, buying a train ticket)

Speaking

LI.S1: Participate in routine face-to-face conversations related to immediate needs (e.g., shopping, transportation, health)

LI.S4: Give simple directions to a location (e.g., to a school, post office, restroom)

LI.S5: Give simple instructions (e.g., how to make a favorite recipe, how to do laundry)

Reading

LI.R4: Read authentic materials related to immediate needs (e.g., phone book, bus schedule, bill)

LI.R5: Use alphabetical or numerical order to locate information (e.g., in a phone book, dictionary, index)

Writing

LI.W1: Write short paragraphs on familiar topics (e.g., family, neighborhood)

LI.W4: Write simple directions to a familiar location (e.g., to one’s house, to a local store)

Examples of Math and ESL 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.

HIGH INTERMEDIATE ESL LEVEL

National Reporting System (NRS)

Educational Functioning Level Descriptors: High Intermediate ESL

Level	Listening and Speaking	Basic Reading and Writing
Test Benchmark: CASAS scale scores: Reading: 211–220 BEST Plus 2.0: 485 – 524 BEST Literacy: 68-75	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.
	Functional and Workplace Skills	
	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.	

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test

EFL descriptors, CASAS and BEST Literacy score ranges taken from National Reporting System, February 2016, http://www.nrsweb.org/foundations/implementation_guidelines.aspx
 BEST Plus 2.0 score ranges taken from Center for Applied Linguistics, NRS Score Ranges Special Report, <http://www.cal.org/aea/pdfs/BP2.0-NRS-Score-Range-Report.pdf>

HIGH INTERMEDIATE ESL (HI)

LISTENING	
HI.L1	Respond to face-to-face and phone conversations in familiar contexts (e.g., employment, housing)
HI.L2	Follow multi-step oral directions and instructions (e.g., driving directions, food preparation instructions)
HI.L3	Respond to requests for elaboration (e.g., <i>Could you explain that a bit more? And what else?</i>)
HI.L4	Distinguish between polite and impolite language use (e.g., <i>Could you please give me that book?</i> vs. <i>Give me that book.</i>)
HI.L5	Respond appropriately to small talk in everyday situations (e.g., <i>How's it going? Thank God it's Friday.</i>)
SPEAKING	
HI.S1	Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing)
HI.S2	Participate in social conversations (e.g., discussing vacation plans, making small talk at work)
HI.S3	Give directions to a location using details (e.g., <i>Turn left at the light...you will see a Jewel store on the right and a gas station on the left...keep driving until...</i>)
HI.S4	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., <i>first, next, then</i>)
HI.S5	Use examples and details to clarify meaning
HI.S6	Express opinions giving reasons and examples (e.g., <i>I like my job because...My favorite movie is _____ because...</i>)

Examples may include, but are not limited to, those listed.

HIGH INTERMEDIATE ESL (HI), Cont.

READING	
HI.R1	Read passages or articles on familiar and new topics (e.g., work or current events)
HI.R2	Use authentic materials to get information (e.g., want ads, advertisements, labels)
HI.R3	Predict meanings of unfamiliar vocabulary by using contextual clues in reading material on familiar and new topics
HI.R4	Identify main idea and supporting details in passages or articles on familiar and new topics
HI.R5	Identify chronological order and sequence markers (e.g., <i>first</i> , <i>next</i> , <i>last</i>) in passages on familiar and new topics
HI.R6	Read work-related memos and e-mails
WRITING	
HI.W1	Combine simple sentences using connectors/conjunctions (e.g., <i>and</i> , <i>or</i> , <i>but</i>)
HI.W2	Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)
HI.W3	Write simple step-by-step instructions (e.g., a recipe, how to do something)
HI.W4	Write a simple letter (e.g., a request, complaint, or cover letter)
HI.W5	Prepare a simple resume using a model

Examples may include, but are not limited to, those listed.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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:

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

EXAMPLES

Read passages or articles on familiar and new topics (e.g., work or current events) [HI.R1]
Identify main idea and supporting details in passages or articles on familiar and new topics [HI.R4]

- **HI.1.2** - retell key details.

EXAMPLES

Read passages or articles on familiar and new topics (e.g., work or current events) [HI.R1]
Identify main idea and supporting details in passages or articles on familiar and new topics [HI.R4]

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

EXAMPLES

Read passages or articles on familiar and new topics (e.g., work or current events) [HI.R1]
Identify main idea and supporting details in passages or articles on familiar and new topics [HI.R4]

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

EXAMPLES

Identify main idea and supporting details in passages or articles on familiar and new topics [HI.R4]

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

EXAMPLES

Identify main idea and supporting details in passages or articles on familiar and new topics [HI.R4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 2

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

By the end of this level, an ELL can...

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

EXAMPLES

Respond to face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.L1]
Respond appropriately to small talk in everyday situations (e.g., *How's it going? Thank God it's Friday.*) [HI.L5]
Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]
Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]
Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]
- **HI.2.2** - build on the ideas of others.

EXAMPLES

Respond to face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.L1]
Respond appropriately to small talk in everyday situations (e.g., *How's it going? Thank God it's Friday.*) [HI.L5]
Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]
Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]
- **HI.2.3** - express his or her own ideas.

EXAMPLES

Respond to face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.L1]
Respond appropriately to small talk in everyday situations (e.g., *How's it going? Thank God it's Friday.*) [HI.L5]
Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]
Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]
Express opinions giving reasons and examples
(e.g., *I like my job because...My favorite movie is _____ because...*) [HI.S6]
Write paragraphs with main idea, supporting details, and conclusion
(e.g., writing an autobiography, writing an accident report) [HI.W2]
Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]
- **HI.2.4** - ask and answer relevant questions.

EXAMPLES

Respond to face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.L1]
Respond to requests for elaboration (e.g., *Could you explain that a bit more? And what else?*) [HI.L3]
Respond appropriately to small talk in everyday situations (e.g., *How's it going? Thank God it's Friday.*) [HI.L5]
Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]
Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]

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

EXAMPLES

Write paragraphs with main idea, supporting details, and conclusion

(e.g., writing an autobiography, writing an accident report) [HI.W2]

Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]

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

EXAMPLES

Respond to face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.L1]

Respond to requests for elaboration (e.g., *Could you explain that a bit more? And what else?*) [HI.L3]

Distinguish between polite and impolite language use

(e.g., *Could you please give me that book?* vs. *Give me that book.*) [HI.L4]

Respond appropriately to small talk in everyday situations (e.g., *How's it going? Thank God it's Friday.*) [HI.L5]

Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]

Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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...

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

EXAMPLES

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*) [HI.S4]

Use examples and details to clarify meaning [HI.S5]

Express opinions giving reasons and examples

(e.g., *I like my job because...My favorite movie is _____ because...*) [HI.S6]

Write simple step-by-step instructions (e.g., a recipe, how to do something) [HI.W3]

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

EXAMPLES

Write paragraphs with main idea, supporting details, and conclusion

(e.g., writing an autobiography, writing an accident report) [HI.W2]

Write simple step-by-step instructions (e.g., a recipe, how to do something) [HI.W3]

Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]

Prepare a simple resume using a model [HI.W5]

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

EXAMPLES

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*) [HI.S4]

Use examples and details to clarify meaning [HI.S5]

Write paragraphs with main idea, supporting details, and conclusion

(e.g., writing an autobiography, writing an accident report) [HI.W2]

Write simple step-by-step instructions (e.g., a recipe, how to do something) [HI.W3]

Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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 familiar topics.

EXAMPLES

Express opinions giving reasons and examples
(e.g., *I like my job because...My favorite movie is _____ because...*) [HI.S6]

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

EXAMPLES

Write paragraphs with main idea, supporting details, and conclusion
(e.g., writing an autobiography, writing an accident report) [HI.W2]

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

EXAMPLES

Use examples and details to clarify meaning [HI.S5]
Express opinions giving reasons and examples
(e.g., *I like my job because...My favorite movie is _____ because...*) [HI.S6]
Write paragraphs with main idea, supporting details, and conclusion
(e.g., writing an autobiography, writing an accident report) [HI.W2]

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

EXAMPLES

Write paragraphs with main idea, supporting details, and conclusion
(e.g., writing an autobiography, writing an accident report) [HI.W2]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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...

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

EXAMPLES

Read passages or articles on familiar and new topics (e.g., work or current events) [HI.R1]

Use authentic materials to get information (e.g., want ads, advertisements, labels) [HI.R2]

Write paragraphs with main idea, supporting details, and conclusion

(e.g., writing an autobiography, writing an accident report) [HI.W2]

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

EXAMPLES

Read passages or articles on familiar and new topics (e.g., work or current events) [HI.R1]

Use authentic materials to get information (e.g., want ads, advertisements, labels) [HI.R2]

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

EXAMPLES

Identify main idea and supporting details in passages or articles on familiar and new topics [HI.R4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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...

- **HI.6.1** - explain the reasons an author or a speaker gives to support a claim.

EXAMPLES

Identify main idea and supporting details in passages or articles on familiar and new topics [HI.R4]

- **HI.6.2** - identify one or two reasons an author or a speaker gives to support the main point.

EXAMPLES

Identify main idea and supporting details in passages or articles on familiar and new topics [HI.R4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency Standards for Adult Education

ELP 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 with developing ease in various social and academic contexts.

EXAMPLES

Respond to face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.L1]

Distinguish between polite and impolite language use

(e.g., *Could you please give me that book?* vs. *Give me that book.*) [HI.L4]

Respond appropriately to small talk in everyday situations (e.g., *How's it going? Thank God it's Friday.*) [HI.L5]

Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]

Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]

Write paragraphs with main idea, supporting details, and conclusion

(e.g., writing an autobiography, writing an accident report) [HI.W2]

Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]

Prepare a simple resume using a model [HI.W5]

- **HI.7.2** - show developing control of style and tone in spoken and written texts.

EXAMPLES

Distinguish between polite and impolite language use

(e.g., *Could you please give me that book?* vs. *Give me that book.*) [HI.L4]

Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]

Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]

Express opinions giving reasons and examples

(e.g., *I like my job because...My favorite movie is _____ because...*) [HI.S6]

Write paragraphs with main idea, supporting details, and conclusion

(e.g., writing an autobiography, writing an accident report) [HI.W2]

Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]

Prepare a simple resume using a model [HI.W5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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,

- **HI.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.

EXAMPLES

Predict meanings of unfamiliar vocabulary by using contextual clues in reading material on familiar and new topics [HI.R3]

Identify chronological order and sequence markers (e.g., *first, next, last*) in passages on familiar and new topics [HI.R5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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...

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

EXAMPLES

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*) [HI.S4]
 Identify chronological order and sequence markers (e.g., *first, next, last*) in passages on familiar and new topics [HI.R5]
 Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report) [HI.W2]
 Write simple step-by-step instructions (e.g., a recipe, how to do something) [HI.W3]

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

EXAMPLES

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*) [HI.S4]
 Identify chronological order and sequence markers (e.g., *first, next, last*) in passages on familiar and new topics [HI.R5]
 Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report) [HI.W2]
 Write simple step-by-step instructions (e.g., a recipe, how to do something) [HI.W3]
 Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]

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

EXAMPLES

IL ESL Content Standards Section 2: Supporting Grammar for High Intermediate Level

- Coordinating Conjunctions
- Subordinate Clauses

- **HI.9.4** - provide a conclusion.

EXAMPLES

Identify chronological order and sequence markers (e.g., *first, next, last*) in passages on familiar and new topics [HI.R5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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 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.

Writing (*Illinois Addition*)

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.

HIGH INTERMEDIATE ESL (HI)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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...

- **HI.10.1** - use simple phrases.

EXAMPLES

Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]
 Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]
 Give directions to a location using details (e.g., *Turn left at the light...you will see a Jewel store on the right and a gas station on the left...keep driving until...*) [HI.S3]
 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*) [HI.S4]
 Use examples and details to clarify meaning [HI.S5]
 Express opinions giving reasons and examples
 (e.g., *I like my job because...My favorite movie is _____ because...*) [HI.S6]
 Combine simple sentences using connectors/conjunctions (e.g., *and, or, but*) [HI.W1]
 Write paragraphs with main idea, supporting details, and conclusion
 (e.g., writing an autobiography, writing an accident report) [HI.W2]
 Write simple step-by-step instructions (e.g., a recipe, how to do something) [HI.W3]
 Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]
 Prepare a simple resume using a model [HI.W5]

IL ESL Content Standards Section 2: Supporting Grammar for High Intermediate Level: All

- **HI.10.2** - use simple clauses.

EXAMPLES

Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing) [HI.S1]
 Participate in social conversations (e.g., discussing vacation plans, making small talk at work) [HI.S2]
 Give directions to a location using details (e.g., *Turn left at the light...you will see a Jewel store on the right and a gas station on the left...keep driving until...*) [HI.S3]
 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*) [HI.S4]
 Use examples and details to clarify meaning [HI.S5]
 Express opinions giving reasons and examples
 (e.g., *I like my job because...My favorite movie is _____ because...*) [HI.S6]
 Combine simple sentences using connectors/conjunctions (e.g., *and, or, but*) [HI.W1]
 Write paragraphs with main idea, supporting details, and conclusion
 (e.g., writing an autobiography, writing an accident report) [HI.W2]
 Write simple step-by-step instructions (e.g., a recipe, how to do something) [HI.W3]
 Write a simple letter (e.g., a request, complaint, or cover letter) [HI.W4]
 Prepare a simple resume using a model [HI.W5]

IL ESL Content Standards Section 2: Supporting Grammar for High Intermediate Level: Subordinate Clauses

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

EXAMPLES

Combine simple sentences using connectors/conjunctions (e.g., *and*, *or*, *but*) [HI.W1]

IL ESL Content Standards Section 2: Supporting Grammar for High Intermediate Level: All

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

High Intermediate ESL (HI)

IL ABE/ASE Mathematics Content Standards for ESL

	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	<p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <ol style="list-style-type: none"> Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. 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: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. 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). <p>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).</p>	Calculate the number of pies left after serving desert.

3.NF.6 CCR.NF.C	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; 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, July 2014.*

Corresponding IL ESL Content Standards	
<p>Listening HI.L2: Follow multi-step oral directions and instructions (e.g., driving directions, food preparation instructions)</p> <p>Speaking HI.S4: 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)</p>	<p>Reading HI.R1: Use authentic materials to get information (e.g., want ads, advertisements, labels)</p> <p>Writing HI.W3: Write simple step-by-step instructions (e.g., a recipe, how to do something)</p>

Examples of Math and ESL 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.

ADVANCED ESL LEVEL

National Reporting System (NRS)

Educational Functioning Level Descriptors: Advanced ESL

Level	Listening and Speaking	Basic Reading and Writing
Test Benchmark: CASAS scale scores: Reading: 221–235 BEST Plus 2.0: 525 – 564 BEST Literacy: 76-78 *	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.
	Functional and Workplace Skills	
	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.	

Note: The descriptors are *entry-level* descriptors and are illustrative of what a typical student functioning at that level should be able to do. They are not a full description of skills for the level.

CASAS = Comprehensive Adult Student Assessment System • BEST= Basic English Skills Test

* Students can be placed into advanced ESL using BEST Literacy but the test does not assess skills beyond this level so students cannot exit Advanced ESL with this test. Retesting of students who enter this level with another assessment is recommended.

EFL descriptors, CASAS and BEST Literacy score ranges taken from National Reporting System, February 2016, http://www.nrsweb.org/foundations/implementation_guidelines.aspx
 BEST Plus 2.0 score ranges taken from Center for Applied Linguistics, NRS Score Ranges Special Report, <http://www.cal.org/aea/pdfs/BP2.0-NRS-Score-Range-Report.pdf>

ADVANCED ESL (AE)

LISTENING	
AE.L1	Respond to face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace)
AE.L2	Follow complex, multi-step oral instructions (e.g., a doctor's instructions, a supervisor's instructions)
AE.L3	Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation)
AE.L4	Demonstrate understanding of conversational openers and closers (e.g., <i>I haven't seen you in a while. I have to get going.</i>)
AE.L5	Demonstrate understanding of high-frequency idioms (e.g., <i>learn something by heart, get fired, piece of cake</i>)
AE.L6	Demonstrate understanding of high-frequency reductions (e.g., "gonna," "hafta," "gotta")
SPEAKING	
AE.S1	Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace)
AE.S2	Use paraphrasing and elaboration to clarify meaning
AE.S3	Participate in a wide range of social interactions using formal or informal language as appropriate
AE.S4	Use collaborative skills in a group (e.g., agree, disagree, compromise)
AE.S5	Present short speeches or oral reports (e.g., on customs or traditions in native country)

Examples may include, but are not limited to, those listed.

ADVANCED ESL (AE), Cont.

READING	
AE.R1	Read a variety of material (e.g., newspapers, memos, stories) on familiar and unfamiliar topics
AE.R2	Predict the meaning of unfamiliar vocabulary in reading materials by using contextual clues and/or word analysis
AE.R3	Interpret charts, tables, graphs, and other non-prose information
AE.R4	Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade)
AE.R5	Summarize the main ideas and supporting details in reading materials
AE.R6	Make inferences, draw conclusions, and predict outcomes in reading materials
AE.R7	Use reference materials (e.g., dictionary, encyclopedia, thesaurus)
WRITING	
AE.W1	Add detail to simple sentences (e.g., by adding words, clauses, and phrases)
AE.W2	Use transitions (e.g., <i>however</i> , <i>next</i> , <i>in addition</i>) within and between paragraphs
AE.W3	Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude
AE.W4	Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays
AE.W5	Prepare a resume
AE.W6	Write work-related memos and e-mails
AE.W7	Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson)
AE.W8	Organize key details in a variety of contexts (e.g., by note taking, listing, or outlining)

Examples may include, but are not limited to, those listed.

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

ELP 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:

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

EXAMPLES

Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation) [AE.L3]

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

Summarize the main ideas and supporting details in reading materials [AE.R5]

Make inferences, draw conclusions, and predict outcomes in reading materials [AE.R6]

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

EXAMPLES

Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation) [AE.L3]

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

Summarize the main ideas and supporting details in reading materials [AE.R5]

Make inferences, draw conclusions, and predict outcomes in reading materials [AE.R6]

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

EXAMPLES

Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation) [AE.L3]

Interpret charts, tables, graphs, and other non-prose information [AE.R3]

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

Summarize the main ideas and supporting details in reading materials [AE.R5]

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

EXAMPLES

Summarize the main ideas and supporting details in reading materials [AE.R5]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

ADVANCED ESL (AE)**English Language Proficiency (ELP) Standards for Adult Education****ELP Standard 2**

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

By the end of this level, an ELL can...

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

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Participate in a wide range of social interactions using formal or informal language as appropriate [AE.S3]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

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

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Participate in a wide range of social interactions using formal or informal language as appropriate [AE.S3]

Use collaborative skills in a group (e.g., agree, disagree, compromise) [AE.S4]

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

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Participate in a wide range of social interactions using formal or informal language as appropriate [AE.S3]

Use collaborative skills in a group (e.g., agree, disagree, compromise) [AE.S4]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

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

EXAMPLES

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

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

EXAMPLES

Use paraphrasing and elaboration to clarify meaning [AE.S2]

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

EXAMPLES

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

Organize key details in a variety of contexts (e.g., by note taking, listing, or outlining) [AE.W8]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

ADVANCED ESL (AE)

English Language Proficiency (ELP) Standards for Adult Education

ELP Standard 3
<p>An ELL can speak and write about level-appropriate complex literary and informational texts and topics.</p> <p><i>By the end of this level, an ELL can...</i></p>
<ul style="list-style-type: none"> • AE.3.1 - deliver oral presentations about a variety of texts, topics, or events. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]</p>
<ul style="list-style-type: none"> • AE.3.2 - compose written informational texts about a variety of texts, topics, or events. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]</p> <p style="margin-left: 20px;">Use transitions (e.g., however, next, in addition) within and between paragraphs [AE.W2]</p> <p style="margin-left: 20px;">Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]</p> <p style="margin-left: 20px;">Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]</p> <p style="margin-left: 20px;">Write work-related memos and e-mails [AE.W6]</p> <p style="margin-left: 20px;">Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]</p>
<ul style="list-style-type: none"> • AE.3.3 - develop the topic with some relevant details, concepts, examples, and information about a variety of texts, topics, or events. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]</p> <p style="margin-left: 20px;">Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]</p> <p style="margin-left: 20px;">Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]</p>
<ul style="list-style-type: none"> • AE.3.4 - integrate graphics or multimedia when useful about a variety of texts, topics, or events. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

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

ELP Standard 4
An ELL can construct level- appropriate oral and written claims and support them with reasoning and evidence.
<i>By the end of this level, an ELL can...</i>
<ul style="list-style-type: none"> • AE.4.1 - construct a claim about a variety of topics. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5] Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3] Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]</p>
<ul style="list-style-type: none"> • AE.4.2 - introduce the topic. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5] Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3] Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]</p>
<ul style="list-style-type: none"> • AE.4.3 - provide logically ordered reasons or facts that effectively support the claim. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5] Use transitions (e.g., however, next, in addition) within and between paragraphs [AE.W2] Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3] Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]</p>
<ul style="list-style-type: none"> • AE.4.4 - provide a concluding statement. <p style="margin-left: 20px;">EXAMPLES</p> <p style="margin-left: 20px;">Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5] Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3] Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]</p>

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

ADVANCED ESL (AE)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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.

EXAMPLES

Read a variety of material (e.g., newspapers, memos, stories) on familiar and unfamiliar topics [AE.R1]

Interpret charts, tables, graphs, and other non-prose information [AE.R3]

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

Summarize the main ideas and supporting details in reading materials [AE.R5]

Make inferences, draw conclusions, and predict outcomes in reading materials [AE.R6]

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

EXAMPLES

Read a variety of material (e.g., newspapers, memos, stories) on familiar and unfamiliar topics [AE.R1]

Interpret charts, tables, graphs, and other non-prose information [AE.R3]

Use reference materials (e.g., dictionary, encyclopedia, thesaurus) [AE.R7]

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

EXAMPLES

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

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

EXAMPLES

Use reference materials (e.g., dictionary, encyclopedia, thesaurus) [AE.R7]

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

EXAMPLES

Read a variety of material (e.g., newspapers, memos, stories) on familiar and unfamiliar topics [AE.R1]

Interpret charts, tables, graphs, and other non-prose information [AE.R3]

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

Summarize the main ideas and supporting details in reading materials [AE.R5]

Make inferences, draw conclusions, and predict outcomes in reading materials [AE.R6] AE.W3: Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]

Organize key details in a variety of contexts (e.g., by note taking, listing, or outlining) [AE.W8]

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

EXAMPLES

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]

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

EXAMPLES

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

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

EXAMPLES

Use reference materials (e.g., dictionary, encyclopedia, thesaurus) [AE.R7]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

ADVANCED ESL (AE)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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 the reasoning in persuasive spoken and written texts.

EXAMPLES

Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation) [AE.L3]

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

Summarize the main ideas and supporting details in reading materials [AE.R5]

Make inferences, draw conclusions, and predict outcomes in reading materials [AE.R6]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]

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

EXAMPLES

Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation) [AE.L3]

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

Summarize the main ideas and supporting details in reading materials [AE.R5]

Make inferences, draw conclusions, and predict outcomes in reading materials [AE.R6]

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

EXAMPLES

Interpret charts, tables, graphs, and other non-prose information [AE.R3]

Identify a writer's purpose (e.g., to describe a person/place/event, to show cause/effect, to compare/contrast, to persuade) [AE.R4]

Summarize the main ideas and supporting details in reading materials [AE.R5]

Make inferences, draw conclusions, and predict outcomes in reading materials [AE.R6]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

ADVANCED ESL (AE)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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 in various social and academic contexts.

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Participate in a wide range of social interactions using formal or informal language as appropriate [AE.S3]

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]

Use transitions (e.g., *however, next, in addition*) within and between paragraphs [AE.W2]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essay [AE.W4]

Prepare a resume [AE.W5]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

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

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Participate in a wide range of social interactions using formal or informal language as appropriate [AE.S3]

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]

Use transitions (e.g., *however, next, in addition*) within and between paragraphs [AE.W2]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essay [AE.W4]

Prepare a resume [AE.W5]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

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

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Participate in a wide range of social interactions using formal or informal language as appropriate [AE.S3]

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]

Use transitions (e.g., *however, next, in addition*) within and between paragraphs [AE.W2]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essay [AE.W4]

Prepare a resume [AE.W5]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

ADVANCED ESL (AE)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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,

- **AE.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.

EXAMPLES

Identify the main idea and key details in a variety of sources (e.g., from a conversation, radio or TV broadcast, or presentation) [AE.L3]

Demonstrate understanding of high-frequency idioms (e.g., *learn something by heart, get fired, piece of cake*) [AE.L5]

Predict the meaning of unfamiliar vocabulary in reading materials by using contextual clues and/or word analysis [AE.R2]

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

ADVANCED ESL (AE)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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 longer, more detailed sequence of events or steps in a process, with a clear sequential or chronological structure.

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]

Use transitions (e.g., *however, next, in addition*) within and between paragraphs [AE.W2]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essay [AE.W4]

Organize key details in a variety of contexts (e.g., by note taking, listing, or outlining) [AE.W8]

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

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]

Use transitions (e.g., *however, next, in addition*) within and between paragraphs [AE.W2]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essay [AE.W4]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

- **AE.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.

EXAMPLES

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Use transitions (e.g., *however, next, in addition*) within and between paragraphs [AE.W2]

IL ESL Content Standards Section 2: Supporting Grammar for Advanced ESL Level: Coordinating Conjunctions, Subordinate Clauses

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

EXAMPLES

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Corresponding CCR English Language Arts and Literacy Standards for AE

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 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.

ADVANCED ESL (AE)

English Language Proficiency (ELP) Standards for Adult Education

ELP 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 increasingly complex phrases.

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Use paraphrasing and elaboration to clarify meaning [AE.S2]

Participate in a wide range of social interactions using formal or informal language as appropriate [AE.S3]

Use collaborative skills in a group (e.g., agree, disagree, compromise) [AE.S4]

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]

Use transitions (e.g., however, next, in addition) within and between paragraphs [AE.W2]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]

Prepare a resume [AE.W5]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

IL ESL Content Standards Section 2: Supporting Grammar for Advanced ESL Level: All

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

EXAMPLES

Participate in face-to-face and telephone conversations in familiar and unfamiliar contexts (e.g., community, workplace) [AE.S1]

Use paraphrasing and elaboration to clarify meaning [AE.S2]

Participate in a wide range of social interactions using formal or informal language as appropriate [AE.S3]

Use collaborative skills in a group (e.g., agree, disagree, compromise) [AE.S4]

Present short speeches or oral reports (e.g., on customs or traditions in native country) [AE.S5]

Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]

Use transitions (e.g., however, next, in addition) within and between paragraphs [AE.W2]

Write multi-paragraph essays demonstrating clear use of paragraphs to introduce, support, and conclude [AE.W3]

Write multi-paragraph comparison/contrast, cause/effect, description, and narration essays [AE.W4]

Prepare a resume [AE.W5]

Write work-related memos and e-mails [AE.W6]

Write formal letters (e.g., a cover letter, letter to a utility, letter to a congressperson) [AE.W7]

IL ESL Content Standards Section 2: Supporting Grammar for Advanced ESL Level: Subordinate Clauses

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

EXAMPLES

Add detail to simple sentences (e.g., by adding words, clauses, and phrases) [AE.W1]

Use transitions (e.g., however, next, in addition) within and between paragraphs [AE.W2]

IL ESL Content Standards Section 2: Supporting Grammar for Advanced ESL Level: All

Corresponding CCR English Language Arts and Literacy Standards for AE

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.

Advanced ESL (AE)

IL ABE/ASE Mathematics Content Standards for ESL

	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, July 2014.*

Corresponding IL ESL Content Standards

Listening AE.L2: Follow complex, multi-step instructions (e.g., a doctor's instructions, a supervisor's instructions)	Reading AE.R1: Read a variety of material (e.g., newspapers, memos, stories, on familiar and unfamiliar topics) AE.R1: Read a variety of material (e.g., newspapers, memos, stories, on familiar and unfamiliar topics)
---	--

Examples of Math and ESL 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.

Supporting Grammar

Grammar structures should not be taught in isolation but rather should support the Illinois ESL Content Standards. For example, when teaching L1.L3, “Follow simple oral directions and instructions,” it would be appropriate to focus on the imperative verb form.

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

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

Supporting Grammar, Continued

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

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

Supporting Grammar, Continued

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

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

Illinois Technology Skills Checklist for Students Aligned with Illinois ESL Content Standards

Technology Skills Checklist	Corresponding Illinois ESL Content Standards					
	Beginning ESL Literacy (BL)	Low Beginning ESL (LB)	High Beginning ESL (HB)	Low Intermediate (LI)	High Intermediate (HI)	Advanced (AE)
Basic Computer Skills						
Basic Level						
<input type="checkbox"/> Use correct fingers and hand placement for entire alphabet and punctuation	BL.W1					
Intermediate Level <i>All of Basic Level plus:</i>						
<input type="checkbox"/> Use proper keyboarding techniques, optimal posture, correct hand placement	BL.W3 BL.W4	LB.W1 LB.W2 LB.W3 LB.W4	HB.W1 HB.W2 HB.W3 HB.W4	LI.W1 LI.W2 LI.W3 LI.W4 LI.W5	HI.W2 HI.W3 HI.W4 HI.W5	AE.W4 AE.W5 AE.W6 AE.W7
<input type="checkbox"/> Select/use appropriate tools for tasks		LB.W1 LB.W2 LB.W3 LB.W4	HB.W1 HB.W2 HB.W3 HB.W4	LI.W1 LI.W3 LI.W4 LI.W5	HI.W2 HI.W3 HI.W4 HI.W5	AE.W4 AE.W5 AE.W6 AE.W7
Word Processing						
Intermediate Level						
<input type="checkbox"/> Create and edit documents		LB.W1 LB.W2 LB.W3 LB.W4	HB.W1 HB.W2 HB.W3 HB.W4	LI.W1 LI.W2 LI.W3 LI.W4 LI.W5	HI.W2 HI.W3 HI.W4 HI.W5	
<input type="checkbox"/> Use Thesaurus						AE.R7

Illinois Technology Skills Checklist for Students Aligned with Illinois ESL Content Standards

Technology Skills Checklist	Corresponding Illinois ESL Content Standards					
	Beginning ESL Literacy (BL)	Low Beginning ESL (LB)	High Beginning ESL (HB)	Low Intermediate (LI)	High Intermediate (HI)	Advanced (AE)
Word Processing continued						
Advanced Level <i>All of Intermediate Level plus:</i>						
<input type="checkbox"/> Create and edit documents related to employment and education				LI.W1 LI.W2 LI.W3 LI.W5	HI.W1 HI.W2 HI.W4 HI.W5	AE.W1 AE.W2 AE.W3 AE.W4 AE.W5 AE.W6 AE.W7 AE.W8
Electronic Presentation						
Basic Level						
<input type="checkbox"/> Present slideshow				LI.S4 LI.S5 LI.S6 LI.S8	HI.S3 HI.S4 HI.S5	AE.S5
Intermediate Level <i>All of Basic Level plus:</i>						
<input type="checkbox"/> Create original products based on research				LI.R1 LI.R4 LI.W1 LI.W4 LI.W5	HI.R1 HI.R2 HI.W2 HI.W3	AE.R7 AE.W4 AE.W8

Illinois Technology Skills Checklist for Students Aligned with Illinois ESL Content Standards

Technology Skills Checklist	Corresponding Illinois ESL Content Standards					
	Beginning ESL Literacy (BL)	Low Beginning ESL (LB)	High Beginning ESL (HB)	Low Intermediate (LI)	High Intermediate (HI)	Advanced (AE)
Electronic Presentation continued						
<input type="checkbox"/> Use to support oral presentation				LI.S4 LI.S5 LI.S6 LI.S8	HI.S3 HI.S4 HI.S5	AE.S5 AE.W8
<input type="checkbox"/> Produce effective, appropriate techniques for presentations: uniform background throughout which does not interrupt slide content, uniform text throughout, limited transitions that enhance presentation, etc.						AE.S5 AE.W8
Advanced Level <i>All of Basic and Intermediate Levels plus:</i>						
<input type="checkbox"/> Create a project using audio and video						AE.S5 AE.W8
<input type="checkbox"/> Combine multiple sources to create original documents						AE.W3 AE.W4

Illinois Technology Skills Checklist for Students Aligned with Illinois ESL Content Standards

Technology Skills Checklist	Corresponding Illinois ESL Content Standards					
	Beginning ESL Literacy (BL)	Low Beginning ESL (LB)	High Beginning ESL (HB)	Low Intermediate (LI)	High Intermediate (HI)	Advanced (AE)
Communication						
Basic Level						
<input type="checkbox"/> Use social media				LI.R4 LI.R6 LI.W1	HI.R2 HI.W4	
Intermediate Level <i>All of Basic Level plus:</i>						
<input type="checkbox"/> Participate in video conferencing					HI.S1	AE.S1 AE.S3
<input type="checkbox"/> Participate in online communities (e.g., forums, blogs, wikis, Moodle, etc.)				LI.W1 LI.W5	HI.W2 HI.W3 HI.W4	AE.W1 AE.W2 AE.W3 AE.W4 AE.W6 AE.W8
Research						
Intermediate Level						
<input type="checkbox"/> Conduct online research for an academic purpose				LI.R4	HI.R2	AE.R1 AE.R2 AE.R6 AE.R7
<input type="checkbox"/> Select and evaluate appropriateness of information from a variety of resources					HI.R2	AE.R1 AE.R3 AE.R6

Illinois Technology Skills Checklist for Students Aligned with Illinois ESL Content Standards

Technology Skills Checklist	Corresponding Illinois ESL Content Standards					
	Beginning ESL Literacy (BL)	Low Beginning ESL (LB)	High Beginning ESL (HB)	Low Intermediate (LI)	High Intermediate (HI)	Advanced (AE)
Desktop Publishing/Web Authoring						
Intermediate Level						
<input type="checkbox"/> Create a project for a unique, academic purpose					HI.W2 HI.W3	AE.S5 AE.W3 AE.W4 AE.W8

Sample Lesson Plans

How can the Illinois ESL Content Standards be incorporated into adult ESL classrooms? In addition to using an appropriate standards-based textbook for adult ELLs, teachers often design their own lessons based on the specific needs 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 effective ESL lesson phases of Presentation, Practice, Application, Assessment, and Review. Following the template are lesson plans for a variety of language levels and content areas. These sample lesson plans can serve as practical models for teachers wishing to develop their own standards-based lessons. Each lesson plan is correlated to one or more Illinois ESL Content Standard, ELP Standard, or Illinois ABE/ASE Mathematics Standard.

Lesson plans are included for the following content areas:

- Workforce Preparation (*3 sample lessons*)
- English Language Acquisition (*6 sample lessons*)
- Mathematics and ESL (*2 sample lessons*)

The following ESL teachers developed workforce preparation lessons as part of the ALRC online course *Infusing Workforce Preparation at All ESL Levels*. They have generously agreed to share their lessons:

- Rosanne Poppell, Centro Romero
- Beth Duran, YWCA Elgin
- Mary Klinger, Joliet Junior College

The following ESL teachers participated in the field test of the 2007 edition of the Illinois ESL Content Standards and developed the English Language Acquisition lessons. Many thanks for their contribution!

- Kelley Briles, Waubensee Community College
- Elizabeth McNulty, Elgin Community College
- Elizabeth Minicz, William Rainey Harper College
- Jennifer Richardson, Township High School District 214
- Kathy Speers, Asian Human Services

LESSON PLAN TEMPLATE

Teacher: _____ Date: _____

IL ESL Content Standard(s): _____

ELP Standard(s): _____

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	

LESSON PLAN TEMPLATE, Continued

LESSON PHASE and STRATEGIES	MATERIALS
APPLICATION	
ASSESSMENT	
REVIEW	

WORKFORCE PREPARATION LESSON PLAN: IDENTIFYING OCCUPATIONS

IL ESL Content Standard(s):	LB.L7 Demonstrate understanding of high-frequency vocabulary in everyday contexts (e.g., health, school, work) LB.S8 Describe simple everyday activities (e.g., working, shopping) LB.R1 Read a variety of personal information words and phrases (e.g., <i>date of birth</i> vs. <i>birthdate</i> , <i>home phone</i> vs. <i>work phone</i>) LB.R5 Read simple sentences on familiar topics (e.g., family, school, work)
ELP Standard(s):	1: Identify a few key words and phrases in oral communications and simple spoken and written texts. 8: 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:	<u>Students will be able to identify names of common occupations orally and in writing</u>

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <ol style="list-style-type: none"> 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. 	<p>Pictures of people engaged in work (showing different occupations)</p> <p>Board and markers/chalk</p> <p>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.</p>

WORKFORCE PREPARATION LESSON PLAN: IDENTIFYING OCCUPATIONS, continued

<p>PRACTICE</p> <ol style="list-style-type: none"> 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. 	<p>Pictures of people engaged in different occupations</p> <p>Index cards with the occupation names and tape.</p> <p>Handout with the same pictures of people engaged in different occupations</p>
<p>APPLICATION</p> <ol style="list-style-type: none"> 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. 	<p>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.</p> <p>Paper, colored pencils</p>
<p>ASSESSMENT</p> <p>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.</p>	<p>Pictures of people engaged in different occupations</p>
<p>REVIEW</p> <p>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.</p>	<p>Pictures of people engaged in different occupations</p> <p>The pictures students drew of their desired future occupations</p>

WORKFORCE PREPARATION LESSON PLAN: CAREER INTERESTS

IL ESL Content Standard(s):	LI.L4 Identify main idea and some details in a short conversation or listening activity LI.R2 Use titles, headings, and visuals to predict the content of short passages LI.W3 Complete authentic forms (e.g., change of address, job application, library card application)
ELP Standard(s):	1: Identify the main topic in oral presentations and simple spoken and written texts 2: Respond to simple questions and wh- questions

Lesson Outcome: The student will be able to use a career interest website in order to read about and listen to information about a chosen occupation and report about it orally and in writing.

This lesson can be enhanced if it is preceded by lessons on occupation names/categories and career interests. An ESL lesson using a career personality interest inventory is found at the Cambridge Career Pathways website <http://www.cambridge.org/careerpathways/ventures.html> Worksheet 2C, the Career Interest Inventory, contains both a suggested lesson plan and a career interest inventory handout.

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <ol style="list-style-type: none"> The teacher asks students to write a list of 5 occupations that are interesting to them. Students should make choices based on their interest, not necessarily on their abilities, job preparation required, or salary. Students can consult a dictionary or picture dictionary for ideas and occupation names. <i>(If the students have previously completed a career personality interest inventory—see box above-- students can put a check mark next to careers that match their career interests.)</i> The teacher shows the students the webpage of “Job Families” from the <i>California Career Zone</i> website and clarifies vocabulary as needed. Students take turns naming one of the occupations on their list and the teacher guides the class in matching the occupation with the correct job family. The teacher demonstrates other important features of the <i>California Career Zone</i> website, emphasizing navigation, the site’s components, and interpretation of the symbols. <i>(If the students have previously completed a career personality interest inventory, the teacher can show the relationship between the site and the career personality inventory and related occupations.)</i> The teacher selects one occupation to use as an example, showing the occupation description page, the associated video clip, and demonstrating use of section headings to guide reading and listening. The teacher demonstrates how to use the Job Research Chart handout and guides the whole class in filling out the Example boxes using the occupation in step 3, above. 	<p>Pictures of people engaged in different jobs previously used in class, from a picture dictionary, textbook or other source.</p> <p>www.cacareerzone.org/</p> <p>Handout: Job Research Chart</p>

WORKFORCE PREPARATION LESSON PLAN: CAREER INTERESTS, continued

<p>PRACTICE</p> <p>The teacher asks students to choose 2 occupations from their lists and watch any associated videos. Students fill in the Job Research Chart for these 2 occupations. The teacher circulates and assists as needed.</p>	<p>www.cacareerzone.org/</p> <p>Handout: Job Research Chart</p>
<p>APPLICATION</p> <ol style="list-style-type: none"> 1. The teacher asks each student to interview 3 classmates about one of the occupations that they investigated and to fill in their classmates' information on their Classmate Interview Charts. 2. As homework, students create an account on the website and complete the interest and/or skills inventory in order to find information about other possible occupations. Students choose one more occupation to research. 	<p>Handout: Classmate Interview Chart</p> <p>www.cacareerzone.org/</p>
<p>ASSESSMENT</p> <p>The teacher collects and reviews the Job Research Charts that the students filled in during the Practice.</p>	<p>Handout: Job Research Chart</p>
<p>REVIEW</p> <p>The next class, students do an oral presentation to the class on one of their occupations. If they have completed the homework assignment, they can present the new occupation they researched for homework. If not, they can present one of the occupations they researched in the previous class.</p>	<p>Handout: Job Research Chart</p>

WORKFORCE PREPARATION LESSON PLAN: CAREER INTERESTS, continued
Handout: Job Research Chart

Occupation Which job did you find?	Preparation Required How much school do you need?	Average Annual Wage What is the salary?	What is something interesting about this occupation?
<i>Example (Do together as a class)</i>	<i>Example (Do together as a class)</i>	<i>Example (Do together as a class)</i>	<i>Example (Do together as a class)</i>
1			
2			

WORKFORCE PREPARATION LESSON PLAN: CAREER INTERESTS, continued**HANDOUT: Classmate Interview Chart**

Classmate Name	Occupation Which job did you find?	Preparation Required How much school do you need?	Average Annual Wage What is the salary?	What is something interesting about this occupation?
1				
2				
3				

WORKFORCE PREPARATION LESSON PLAN: BUILDING A RESUME

IL ESL Content Standard(s):	HI.W5 Prepare a simple resume using a model HI.S1 Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing)
ELP Standard(s):	2: Participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues 3: Compose written informational texts about familiar texts, topics, or events

Lesson Outcome: Students will be able to use important terms associated with resume creation and identify parts of a resume.

Note: The terms presented below are based upon a free resource, *Cambridge's Career Pathways Building a Resume Activity and Template*. It can be found by going to <http://www.cambridge.org/careerpathways/> and then selecting Lesson Plan and Activity Worksheet 6C, *Building a Resume*. However, if your school or organization has or works with a career or job placement center and/or job placement counselors, they may suggest other resume templates and/or resume builders. Consider adapting the vocabulary, templates, and activities provided below to fit the wording and format for those documents.

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <ol style="list-style-type: none"> As a warm-up, introductory activity, the teacher asks students to form groups of 3-6 and asks them to participate in a Conversation Circle about work-related questions (written on a handout or the board) such as: <ul style="list-style-type: none"> <i>Are you working now?</i> <i>Are you looking for a job now?</i> <i>What was your first job?</i> <i>What kind of job would you like to have?</i> <i>What did you study previously?</i> <i>What schools did you go to before this one?</i> <i>What is something that you can do well?</i> The teacher asks if any student has used a resume previously and elicits student contributions about their knowledge of it. The teacher provides information about its function in US job searching, as needed. The teacher presents and explains key terms found in resumes, e.g., <i>experience, responsibilities, skills</i>. The teacher guides students through reading and understanding a simple sample resume that uses the terms presented and the template that will be used later. 	<p>Handout or list of Work-Related Conversation Questions, using vocabulary and content previously practiced in class</p> <p>Cambridge's Career Pathways Building a Resume Activity and Template http://www.cambridge.org/careerpathways/ Lesson Plan and Activity Worksheet 6C, <i>Building a Resume</i>.</p> <p>Sample completed resume</p>

WORKFORCE PREPARATION LESSON PLAN: BUILDING A RESUME, continued

<p>PRACTICE</p> <ol style="list-style-type: none"> 1. The teacher and class read a case study describing a person’s work history, education, and personal information in paragraph form. The teacher introduces the resume template and guides the whole class in transferring the information from the case study to the correct place on the template. 2. The teacher distributes a new case study written in paragraph form. Student pairs or small groups work to read the case study together. Then they transfer relevant information onto a blank resume template similar (but not identical—the key headings and terms should be the same, but in a slightly different layout). Pairs (or groups) compare their completed resumes. 	<p>Two case studies describing employment history, dates, skills, etc., written in paragraph form.</p> <p>Handouts of two blank resume templates</p>
<p>APPLICATION</p> <ol style="list-style-type: none"> 1. Students fill in their own information on the Building a Resume Activity and Template http://www.cambridge.org/careerpathways/, Lesson Plan and Activity Worksheet 6C, <i>Building a Resume</i>. 2. Students explain their resume to a partner and ask each other questions about their education, employment history, and skills. 	<p>Resume template from Building a Resume Activity and Template http://www.cambridge.org/careerpathways/, Lesson Plan and Activity Worksheet 6C, <i>Building a Resume</i>.</p>
<p>ASSESSMENT</p> <p>The teacher gives each student a sample resume that contains errors and some correct given information about the person described in the sample resume. The teacher asks the students to find and correct the errors.</p> <p>The teacher will check students’ papers to make sure that they are finding and correcting the resume accurately.</p>	<p>Handout of a different sample resume containing errors together with a handout of given information that should be found on that sample</p>
<p>REVIEW</p> <p>After the students complete their resume template, the teacher will check it in preparation for the next step, having the students use a computer to create their resume and then sending an electronic copy of the resume to the teacher.</p>	

ESL LESSON PLAN: FOLLOWING CLASSROOM INSTRUCTIONS

IL ESL Content Standard(s): BL.L5 Follow simple oral classroom instructions
 ELP Standard(s): 1: Identify a few key words and phrases in oral communications and simple spoken and written texts
 2: Actively listen to others

Lesson Outcome: Students will be able to follow these simple oral instructions: *Stand up, Sit down, Open your book, Write your name.*

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <p>The students listen as the teacher demonstrates each of these actions several times while saying the command:</p> <p style="padding-left: 40px;">Stand up. Sit down. Open your book. Write your name.</p>	<p>Chairs, books, pencils, paper</p>
<p>PRACTICE</p> <p>Teacher-led Total Physical Response (TPR) activity:</p> <p>The teacher gives each oral instruction and the students demonstrate each action. First, the whole class responds, and then individual students respond.</p> <p>Student-led TPR activity:</p> <p>The students take turns giving the oral instructions to the whole class. Then the students work in pairs, giving and responding to the commands.</p>	<p>Chairs, books, pencils, paper</p>

ESL LESSON PLAN: FOLLOWING CLASSROOM INSTRUCTIONS, Continued

LESSON PHASE and STRATEGIES	MATERIALS
<p>APPLICATION</p> <p>Charades: The students take turns performing the actions for the whole class while the others name the command that is being demonstrated.</p>	Chairs, books, pencils, paper
<p>ASSESSMENT</p> <p>Comprehension of the commands is checked through use of color-coded yes / no cards. The teacher performs an action while saying a command. If the command and action match, the students hold up “yes” cards. If not, they hold up “no” cards.</p>	Color-coded yes / no cards (for example, “yes” cards may be pink, and “no” cards blue)
<p>REVIEW</p> <p>At the next session, the teacher leads the class in a brief review of the instructions, followed by a “Simon Says” game using the commands.</p> <p>Example: “Open your books.” (The students do not open books.) “Simon says open your books.” (The students open books.)</p> <p>The students then take turns leading the review activity.</p>	Chairs, books, pencils, paper

ESL LESSON PLAN: READING FABRIC CARE LABELS

IL ESL Content Standard(s):	BL.L6 Demonstrate understanding of basic life skills vocabulary BL.S8 Ask and respond to simple questions using basic life skills vocabulary BL.R8 Interpret simple symbols
ELP Standard(s):	1: Identify a few key words and phrases in oral communications and simple spoken and written texts 2: Actively listen to others

Lesson Outcome: Students will be able to read and interpret fabric care symbols on clothing.

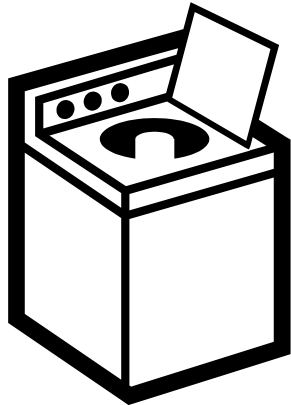
LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <p>The teacher holds up a garment and points to the care label. She asks the students, "What is this?" She acknowledges or provides the word "label," says it several times, writes it on the board, and has the students repeat it several times.</p> <p>Pointing to the labels on several articles of clothing, the teacher elicits the word "label" again.</p> <p>The teacher shows pictures of a washing machine and dryer and elicits or provides the names. She then points to jugs of laundry detergent and chlorine bleach, a box of non-chlorine bleach, and an iron, and asks students to identify them as well.</p> <p>The teacher writes the words on the board, points to them, and has the students repeat the words in order and then at random.</p>	<p>A variety of articles of clothing, preferably one per student (clothing items must have fabric care labels with symbols, not just words)</p> <p>Photos of a washing machine and a dryer</p> <p>Realia: detergent and bleach containers, an iron</p> <p>Blackboard or flip chart</p>
<p>PRACTICE</p> <p>Using handouts with fabric care symbols, the class reads them together. The teacher then shows the students fabric care symbol cards at random and has them provide the words. She then shows the word cards and has the students read the words.</p>	<p>Fabric care handouts</p> <p>Fabric care symbol cards and corresponding word cards</p> <p><i>Note: Fabric care symbols can be found on the Internet at www.cleaning101.com</i></p>

ESL LESSON PLAN: READING FABRIC CARE LABELS, Continued

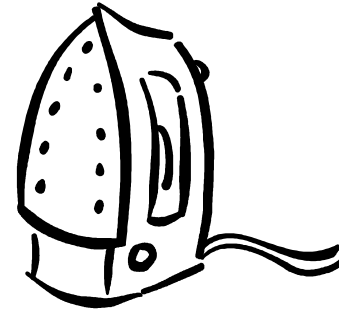
LESSON PHASE and STRATEGIES	MATERIALS
<p>APPLICATION</p> <p>The students work in pairs. Each pair has an article of clothing and a chart to complete. When all the pairs have filled in the information for their first article of clothing, they pass the garment to the pair on the right so that each pair now has a new article of clothing. The class continues to work until they have completed at least three articles of clothing.</p>	<p>Chart (attached)</p> <p>Articles of clothing</p>
<p>ASSESSMENT</p> <p>The students match fabric care symbols and words on a handout.</p>	<p>Matching exercise handout</p>
<p>REVIEW</p> <p>At the next class session, the teacher distributes either a symbol card or a word card to each student. The students circulate and find their matching cards. Each pair then tapes their cards to the board. The rest of the class decides if the matched cards are correct.</p>	<p>Fabric care symbol cards and corresponding word cards</p> <p>Tape</p>


ESL LESSON PLAN: READING FABRIC CARE LABELS, Continued

Handout



Fabric Care Labels



Article of Clothing	Color	Care Symbol	Words
shirt	blue		wash permanent press

ESL LESSON PLAN: MAKING AN EMERGENCY CALL

IL ESL Content Standard(s): LI.L2 Respond to short phone conversations related to immediate needs
LI.S3 Participate in short phone conversations related to immediate needs

ELP Standard(s): 2: Participate in short conversations and written exchanges about familiar topics and texts

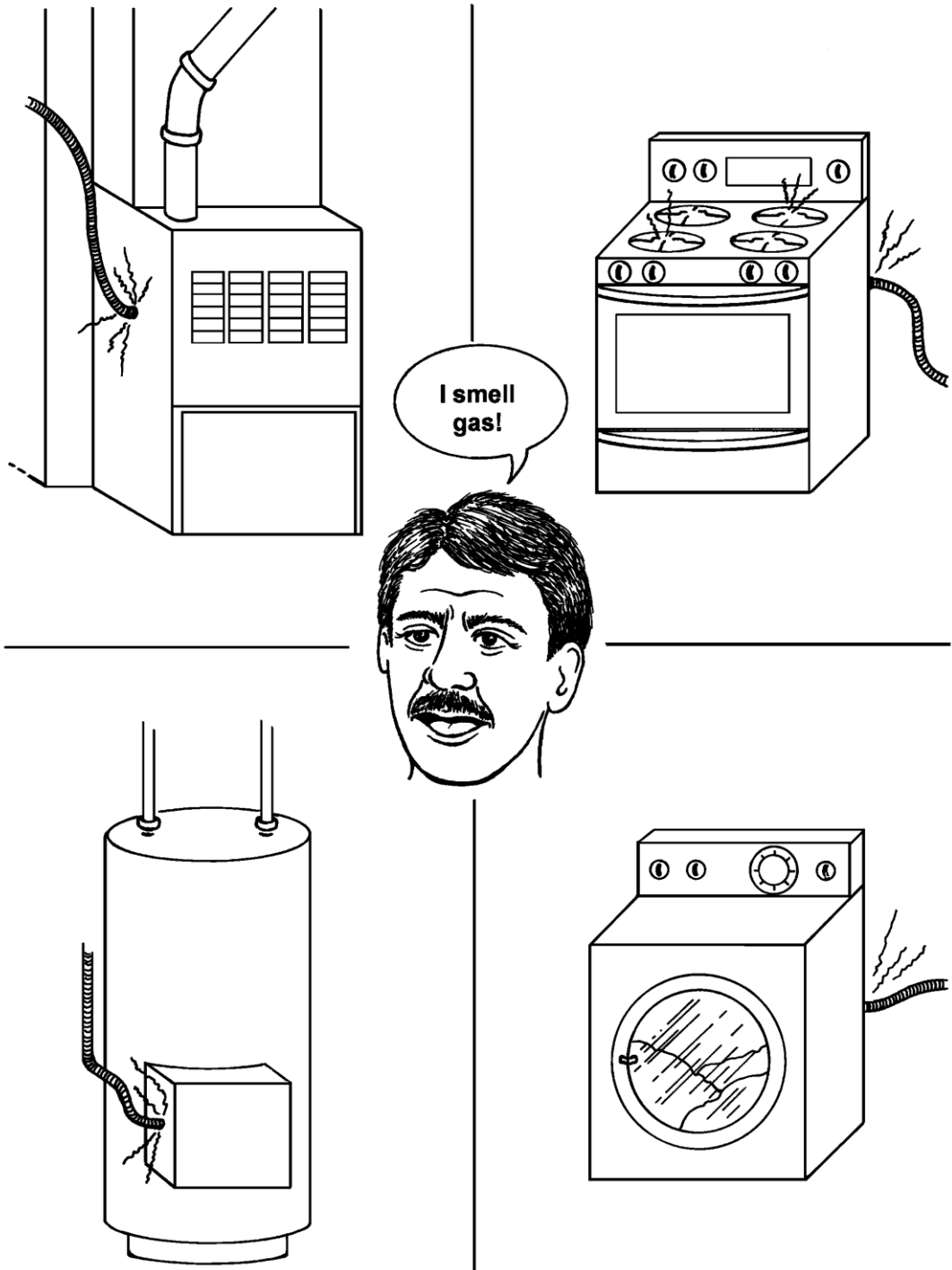
Lesson Outcome: Students will be able to make telephone calls to report an emergency.

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <p>Using pictures, the teacher introduces the vocabulary in the dialogue (e.g., natural gas, hot water heater, gas leak, odor).</p> <p>The teacher models the dialogue.</p>	<p>Vocabulary pictures (attached)</p> <p>Handout of dialogue about reporting a smell of natural gas in the basement (attached)</p>
<p>PRACTICE</p> <p>Using the dialogue handout, the whole class reads the dialogue aloud after the teacher. Then half the class reads the part of the operator while the other half is Reema. They then switch roles.</p> <p>The students then practice the dialogue in pairs, substituting their own names and addresses in the dialogue.</p>	

ESL LESSON PLAN: MAKING AN EMERGENCY CALL, Continued

LESSON PHASE and STRATEGIES	MATERIALS
<p>APPLICATION</p> <p>Each pair of students is given an “Emergency Card” that presents an emergency situation. The students work together to write a dialogue for that situation. They practice and then present their dialogues to the class.</p>	<p>Index cards with different emergency situations written on them (e.g., fire, burglary)</p>
<p>ASSESSMENT</p> <p>The teacher circulates and monitors the students as they develop their dialogues, helping as needed.</p> <p>When the pairs present their dialogues to the class, the teacher notes recurring problems in the areas of vocabulary, pronunciation, and grammar for use in future lessons.</p>	
<p>REVIEW</p> <p>The teacher brings several copies of the local newspaper and asks the students to work in groups to find articles about emergency situations. The class discusses the articles and reviews emergency vocabulary.</p>	

ESL LESSON PLAN: MAKING AN EMERGENCY CALL, Continued



From *Community Connections: Education for Involved Communities*, p. 66
© Adult Learning Resource Center, 2003

ESL LESSON PLAN: MAKING AN EMERGENCY CALL, Continued

Dialogue Handout

A Gas Leak

Reema Patel smells natural gas around the water heater in her basement. She calls the emergency number for the gas company.

Operator: Hello. Gas Company emergency service.

Reema: Hello. I need help. I smell gas near my hot water heater.

Operator: You might have a gas leak. We will send someone out to check it. What's your address?

Reema: I'm at 5683 Golf Road.

Operator: Please give me your name.

Reema: Reema Patel. Should I do anything now?

Operator: Yes. Open all of your windows. If the odor is strong, you should leave the house.

Reema: OK. I'll do that. When will somebody be here?

Operator: Within an hour.

Reema: Thank you. Goodbye.

Adapted from *Community Connections: Education for Involved Communities*, p. 94
© Adult Learning Resource Center, 2003

ESL LESSON PLAN: WRITING ABOUT WEEKLY ACTIVITIES

IL ESL Content Standard(s): LI.W1 Write short paragraphs on familiar topics (e.g., family or neighborhood)
 LI.W2 Apply capitalization and punctuation rules (e.g., commas in series, apostrophe)
 ELP Standard(s): 3: Compose simple written narratives or informational texts about familiar texts, topics, or events
 10: Use frequently occurring verbs, nouns, adjectives, adverbs, prepositions, and conjunctions

Lesson Outcome: Students will be able to write three paragraphs describing the activities of their families during a typical week.

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <p>The teacher asks the students to talk about their weekly activities and those of their families.</p> <p>The teacher shows a sample chart with three column headings:</p> <ol style="list-style-type: none"> 1) What do you do during the week? 2) What do your friends or family do during the week? 3) What do you do together? <p>The teacher provides a model by writing sentences about herself and her family in the appropriate columns.</p>	<p>Sample Chart: "What do you do during the week?" with three completed columns (attached)</p>
<p>PRACTICE</p> <p>The teacher gives the students a handout duplicating the sample chart and asks them to write four or five sentences in each of the three columns. She writes items for special attention on the board:</p> <ul style="list-style-type: none"> • capital letters and periods • subject and verb in each sentence • spelling <p>After the students have written their sentences, the teacher has them trade papers with partners. On the board, the teacher writes several sentences with errors in the categories above and asks the students to identify the errors on the board and then circle them. The teacher asks the students to do the same on their partners' papers. She reminds them to circle, not correct, the errors and return them to their partners. The partners discuss their mistakes and make corrections on their own papers.</p> <p>The teacher collects the papers and returns them with any corrections that are appropriate. She discusses common errors with the class. (e.g., <i>My son and I on Saturday go to the park.</i>)</p>	<p>Handout: "What do you do during the week?" with three empty columns (attached)</p>

ESL LESSON PLAN: WRITING ABOUT WEEKLY ACTIVITIES, Continued

LESSON PHASE and STRATEGIES	MATERIALS
<p>APPLICATION</p> <p>The teacher shows the students examples of how the sentences can be arranged in three paragraphs. She points out, writes on the board, and discusses indentation, capital letters and periods, subjects and verbs, and spelling.</p> <p>The teacher asks the students to write three paragraphs using the information they recorded on the “What do you do during the week?” handout. She reminds them to pay special attention to the items on the board:</p> <ul style="list-style-type: none"> • indentation • capital letters and periods • subject and verb in each sentence • spelling 	<p>Sample sheet of paragraphs on lined paper (attached)</p>
<p>ASSESSMENT</p> <p>The teacher collects the papers and circles errors, attending to the following points:</p> <ul style="list-style-type: none"> • Paragraphs are indented. • Each sentence begins with a capital letter. • Each sentence ends with a period. • Each sentence has a subject and a verb. • Spelling is correct. <p>The teacher asks the students to rewrite their papers, correcting any errors.</p>	
<p>REVIEW</p> <p>The students sit in small groups and read their papers to each other.</p>	

ESL LESSON PLAN: WRITING ABOUT WEEKLY ACTIVITIES, Continued

Sample Chart

What do you do during the week?	What does your family do during the week?	What do you do together?
<p><i>I work from 9:30 to 2:30 on Monday, Tuesday, Thursday and Friday.</i></p> <p><i>After work I go shopping.</i></p> <p><i>I make dinner.</i></p> <p><i>Sometimes I watch TV.</i></p> <p><i>I clean the house and do laundry on weekends.</i></p>	<p><i>I have 3 daughters.</i></p> <p><i>Two daughters live at home.</i></p> <p><i>They go to school.</i></p> <p><i>They work part time.</i></p> <p><i>My husband works at home.</i></p> <p><i>My daughters go out with their boyfriends on the weekends.</i></p>	<p><i>We eat dinner together during the week.</i></p> <p><i>We don't eat together on the weekends.</i></p> <p><i>We go to church on Sunday.</i></p> <p><i>We eat breakfast together on Sunday.</i></p>

ESL LESSON PLAN: WRITING ABOUT WEEKLY ACTIVITIES, Continued**Handout**

What do you do during the week?	What do your family or friends do during the week?	What do you do together?

ESL LESSON PLAN: WRITING ABOUT WEEKLY ACTIVITIES, Continued**Paragraph Examples***Our Busy Week*

Everybody in my family is busy during the week.

I work from 9:30 to 2:00 on Monday, Tuesday,

Thursday, and Friday. I work from 9:15 to 11:45 on

Wednesday. After work I go shopping. Then I make

dinner. I plan English lessons in the evening.

Sometimes I watch TV.

I have three daughters. One daughter is

married and lives in Chicago. My other daughters

live at home. They go to school and work part time.

My husband works at home in his office. He uses the

computer a lot.

My husband, my daughters, and I eat dinner

together during the week. We don't eat dinner

together on the weekends because my daughters go

out with their boyfriends. We eat breakfast together

on Sunday, and we go to church.

ESL LESSON PLAN: RESPONDING TO GOOD & BAD NEWS

IL ESL Content Standard(s):	HI.L5 Respond appropriately to small talk in everyday situations (e.g., <i>How's it going? Thank God it's Friday.</i>)
ELP Standard(s):	HI.S2 Participate in social conversations (e.g., discussing vacation plans, making small talk at work) 2: Participate in conversations, discussions, and written exchanges about familiar topics, texts, and issues 7: Adapt language choices to task and audience with emerging control in various social and academic contexts

Lesson Outcome: Students will be able to respond appropriately to small talk related to reporting bad news or good news.

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <p>The teacher writes “How are you?” or “How are you doing?” on the board and begins the class by having the students report how they typically respond to these questions.</p> <p>Then she distributes slips of paper, each with a brief response, such as “great,” “super,” “awful,” “so-so.” The students write the responses on the board under the appropriate heading: “Very Good,” “OK,” or “Bad.” The class goes over the lists to see if everyone agrees with the answers.</p> <p>Next, the teacher puts sample dialogues on the board:</p> <p>A: Hi. How are you? B: Not too good. A: What's the matter? B: My child is sick. He vomited all day yesterday. A: I'm sorry to hear that.</p> <p>A: Hi. How are you doing? B: Terrific. I just got a new job. A: Congratulations. That's wonderful.</p> <p>The teacher models and discusses the dialogues. She gives the students a handout with expressions for responding to good news and bad news. They practice them as a class.</p>	<p>Handout with 15-20 brief responses, including some from each category: “Very Good,” “OK,” and “Bad”</p> <p>Blackboard or flip chart and marker</p> <p>Handout with responses to good news and bad news, including five to seven expressions for each type of news (attached)</p>

ESL LESSON PLAN: RESPONDING TO GOOD & BAD NEWS, Continued

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRACTICE</p> <p>The teacher gives each student one or more situation strips. They read and practice them with partners. The partners use appropriate good news / bad news responses. The teacher encourages the students to role play, rather than merely read from their strips.</p>	<p>Situation strips with good and bad news (attached)</p>
<p>APPLICATION</p> <p>The teacher gives each student one situation strip and asks the students to walk around the room, finding and changing partners until they have talked to a half dozen or so classmates. In each encounter, they role play two short conversations, giving and responding to good or bad news. After each exchange, students trade strips and find new partners.</p>	<p>Additional situation strips</p>
<p>ASSESSMENT</p> <p>The teacher listens as the students interact with each other, noting any problems with word choice, grammar, or pronunciation for later attention.</p>	
<p>REVIEW</p> <p>The teacher reviews any problem areas with the class. Regular ongoing review can take the form of encouraging students to share any good or bad news in their lives with their classmates at each class session.</p>	

ESL LESSON PLAN: RESPONDING TO GOOD & BAD NEWS, Continued**Handout****RESPONDING TO BAD NEWS**

- I'm sorry to hear that.
- I hope everything works out OK.
- I hope you/he/she will be OK.
- You must be worried.
- I'll be thinking of you.
- Let me know what happens.
- Take care of yourself.

RESPONDING TO GOOD NEWS

- Congratulations!
- That's wonderful!
- That's great news!
- I'm so happy for you.
- You must be very proud.

ESL LESSON PLAN: RESPONDING TO GOOD & BAD NEWS, Continued

Situation Strips

My husband is having surgery on Monday.	I'm going to the dentist because I have a toothache.
I just found a new job.	My daughter got all A's on her report card.
My landlord is going to raise the rent.	I'm going home because I have a bad headache.
My mother just got a visa and she's going to visit me next month.	My sister just had a baby.
My car broke down on the way to school today.	My son is sick. He vomited this morning.
I just bought a new car.	I just got 100% on my English test.
I'm really tired. I had insomnia last night.	My doctor just told me that my cholesterol is high.

ESL LESSON PLAN: GIVING A PAPER BAG SPEECH

IL ESL Content Standard(s): AE.S5 Present short speeches or oral reports
 ELP Standard(s): 2: Clearly support points with specific and relevant evidence
 7: Adapt language choices and style according to purpose, task, and audience in various social and academic contexts; adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate.
 9: Introduce and develop an informational topic with facts, details, and evidence

:

Lesson Outcome: Students will be able to give short, informal speeches about themselves.

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <p>The teacher models an informal “paper bag speech” in which she shows and describes five or six items that represent her and her interests.</p> <p>The class discusses what makes a good presentation. The teacher demonstrates some desirable features of presentations (appropriate eye contact, appropriate rate of speech) and some undesirable features (fidgeting, very rapid delivery).</p> <p>The teacher hands out an evaluation rubric and discusses it with the class.</p>	<p>Paper bag containing five or six objects that represent the teacher, her interests, her experiences, or things that are important to her (e.g., photos, souvenirs, or documents)</p> <p>Oral presentation evaluation rubric (attached)</p>
<p>PRACTICE</p> <p>Working in pairs, the students identify the five or six items they will bring to the next class session for their paper bag speeches. They discuss the items and why they have chosen them. With their partners, the students practice sentences they will use in their presentations. The partners ask questions and comment on any vocabulary or grammar errors they notice.</p>	
<p>APPLICATION</p> <p>At the next class session, each student gives a two- to three-minute speech in front of the class.</p>	<p>Paper bag and five to six items brought from home by each student</p>

ESL LESSON PLAN: GIVING A PAPER BAG SPEECH, Continued

LESSON PHASE and STRATEGIES	MATERIALS
<p>ASSESSMENT</p> <p>The teacher fills out an evaluation rubric for each student.</p> <p>In addition, classmates give feedback to each speaker using a sentence completion format:</p> <ul style="list-style-type: none">• “What I liked best was”• “One question I have is”	Oral presentation evaluation rubric (attached)
<p>REVIEW</p> <p>The teacher reviews presentation strategies with the class before giving the next speech assignment.</p>	

ESL LESSON PLAN: GIVING A PAPER BAG SPEECH, Continued

ORAL PRESENTATION EVALUATION RUBRIC

Student: _____

Teacher: _____

Date: _____

Topic: Paper Bag Speech

	poor			excellent	
length	1	2	3	4	5
eye contact	1	2	3	4	5
body language	1	2	3	4	5
organization	1	2	3	4	5
rate of speech	1	2	3	4	5
pronunciation	1	2	3	4	5
vocabulary	1	2	3	4	5
grammar	1	2	3	4	5

Comments: _____

MATH & ESL LESSON PLAN: SHOPPING FOR CLOTHES FOR A JOB INTERVIEW

IL ESL Content Standard(s):	HB.R1: Read a variety of signs and charts in everyday contexts HB.S7: Describe routine activities. HB.W4: Complete simple writing tasks related to everyday needs
ELP Standard(s):	1: Identify a few key words and phrases in oral communications and simple spoken and written texts 2: Present simple information 8: 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
Math Standard(s)	1.OA.8 Apply properties of operations as strategies to add and subtract 1.NBT.3 Compare two two-digit numbers based on meanings of the tens and ones digits
Lesson Outcome:	Students will be able to recognize the least expensive and most expensive clothing items, choose an outfit to wear to a job interview, and add three items to get the total price of the outfit.

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <p>The teacher introduces the math and non-math vocabulary needed for the lesson.</p> <ul style="list-style-type: none"> - Math vocabulary – least, most, total price - Non-math vocabulary – outfit, cheap, cheapest, expensive <p>The teacher holds up the picture of each of three items, one at a time, and asks, “How much is the _____?”</p> <p>The teacher tapes each picture on the board and writes, “The _____ is the least expensive or cheapest. The _____ is the most expensive.”</p> <p>Put the cards in order from cheapest to most expensive.</p> <p>The teacher writes the prices of each item, adds them together and writes, “The total price of the outfit is _____.”</p>	<p>Pictures of clothing for a job interview (suit, dress, skirt and blouse, shoes, etc.) with prices in whole numbers. The pictures should be grouped together to make outfits for job interviews – 3 pieces of clothing and/or accessories for each outfit. Have 5 or 6 outfits available.</p>
<p>PRACTICE</p> <p>The teacher repeats the questions about another set of cards and the whole class practices answering how much each item is. They decide which is the cheapest and which is the most expensive of the three items.</p> <p>They add up the total price of the set and write out and say, “The total price of the outfit is _____.”</p> <p>In pairs, Students practice asking, “How much is the _____?” and answering, “It’s _____.”</p>	<p><i>Note: Mes-English has pictures of clothing that can be used for this lesson: http://www.mes-english.com/flashcards/clothes.php</i></p>

MATH & ESL LESSON PLAN: SHOPPING FOR CLOTHES FOR A JOB INTERVIEW, Continued

LESSON PHASE and STRATEGIES	MATERIALS
<p>APPLICATION</p> <p>Have them put the cards in order from cheapest to most expensive and say, “The _____ is the cheapest. The _____ is the most expensive.”</p> <p>Students add up the total price of the outfit and tell each other what the total price is. They write the sentence, “The total price of the outfit is _____.”</p> <p>Students role play asking and giving the price of the clothing items in a store, adding comments such as “This outfit is expensive!” or “This outfit is cheap!” and perform their short role plays for the class.</p>	<p>Sets of photos for interview outfits.</p>
<p>ASSESSMENT</p> <p>The teacher walks around the room as partners are working to informally assess their ability to use the language and to add up the total price of the outfits.</p> <p>Each pair of students presents their outfits to the class and tells the class which is the cheapest item, which is the most expensive, and the total price of the outfit.</p>	
<p>REVIEW</p> <p>At the next class, the teacher reviews the lesson by presenting another set of cards and asking the same question.</p>	

MATH & ESL LESSON PLAN: SHOPPING FOR CLOTHES FOR A JOB INTERVIEW, Continued

Sample Picture Cards

 <p>MES-English Flash Cards \$89 www.mes-english.com</p>	 <p>MES-English Flash Cards \$35 www.mes-english.com</p>
 <p>MES-English Flash Cards \$18 www.mes-english.com</p>	 <p>MES-English Flash Cards \$25 www.mes-english.com</p>
 <p>MES-English Flash Cards \$65 www.mes-english.com</p>	 <p>MES-English Flash Cards \$32 www.mes-english.com</p>

MATH & ESL LESSON PLAN: BUDGETING

IL ESL Content Standard(s):	HI.L2: Follow multi-step oral directions and instructions. HI.S4: 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., <i>first, next, then</i>)
ELP Standard(s):	3: Deliver short oral presentations about familiar texts, topics, or events
Math Standard(s):	3.MD.2 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 3.NBT.12 Use place value understanding to round decimals to any place
Lesson Outcome:	Students will create a budget based on income and expenses for one month using an electronic spreadsheet, rounding numbers to the nearest dollar.

LESSON PHASE and STRATEGIES	MATERIALS
<p>PRESENTATION</p> <p>The teacher introduces the terms income, expenses, and budget. Then she explains how to round dollars and cents to the nearest whole dollar amount.</p> <p>She writes on the board: Paycheck - \$567.45, Round to - \$567 Groceries - \$105. 67, Round to - \$106 Clothing - \$45.29, Round to - \$45</p> <p>She asks for each item, “Is a _____ income or an expense? What should we round to for our budget amount?” She writes the rounded amount on the board.</p> <p>Next, she demonstrates how to set up the budget on the electronic spreadsheet. Once the budget categories and amounts are set up, she demonstrates how to use AutoSum to add up the income and the expenses and then enter a formula for the total.</p> <p>She discusses with the students what a positive number and a negative number means for the total.</p>	<p>Computer or other device to create an electronic spreadsheet, e.g., Excel, Google Sheets, or Word chart.</p>
<p>PRACTICE</p> <p>The teacher gives out income and expense cards to each pair of students.</p> <p>The students decide if the item is income or expense and rounds the exact amount to the nearest whole dollar.</p>	<p>Income and expense cards</p>

MATH & ESL LESSON PLAN: BUDGETING, Continued

LESSON PHASE and STRATEGIES	MATERIALS
<p>APPLICATION</p> <p>The students are given the budget worksheet and complete it with a partner using the income and expense cards.</p> <p>Students take turns presenting their budget to another set of partners, explaining how they rounded the numbers for each category.</p> <p>Each student sets up the budget using either Excel or Google Sheets, entering in whole numbers only for each item. They use AutoSum to add up the numbers for income and expenses and then enter the formula to get the total for the month.</p>	<p>Budget worksheet</p> <p>Computers or other devices</p>
<p>ASSESSMENT</p> <p>The teacher walks around the room as partners are working to informally assess their decisions about income or expenses and whether or not they are rounding correctly.</p> <p>The teacher observes the students' progress and helps those who need it.</p>	
<p>REVIEW</p> <p>The teacher reviews the budgeting process, eliciting answers from students on what is considered income and what is considered an expense. She gives them two or three amounts and asks the students to round the numbers.</p>	

MATH & ESL LESSON PLAN: BUDGETING, Continued**Income and Expense Cards**

Paycheck 15 th of the month \$898.72	Paycheck 30 th of the month \$898.71	Bonus Check \$256.27	Groceries Week 1 - \$129.45
Electric Bill \$72.34	Water Bill \$35.87	Gas Bill \$25.78	Groceries Week 2 - \$135.52
Clothing \$57.26	Car Payment \$148.42	Gas for car \$51.56	Groceries Week 3 - \$89.91
Eating Out \$75.93	Coffee Shop \$42.92	Entertainment \$50.00	Groceries Week 4 - \$110.34
Rent \$845.00	Phone Bill \$52.33	Cable/Internet Service \$69.95	Prescriptions \$25.00

MATH & ESL LESSON PLAN: BUDGETING, Continued**Monthly Budget Worksheet**

Date	Income	Amount
	Incoming Funds	
	Total Income	
	Outgoing Expenses	
	Total Expenses	
	Total Income – Total Expenses	

About the ELP Standards for Adult Education⁸

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 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 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 standards as the basis of the ELP standards. The project team chose the ELPA21 K–12 ELP Standards⁹ as the starting point for the selection of the ELP Standards. Panelists drew on both their individual expertise and a set of guiding principles throughout the standards selection process.

Guiding Principles for the ELP Standards

The ten guiding principles that informed the ELP 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:

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.

⁸ 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>

⁹ 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

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 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 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 Standard 1) and analyze and critique the arguments of others (ELP Standard 6), support their learning by drawing on their reservoir of social, linguistic, and cultural experiences. Provide opportunities for your ELLs to practice how to use knowledge of their native language when determining the meaning of unfamiliar words and phrases in English (ELP Standard 8).

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

The ELP 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 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 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 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 Level¹⁰

	Beginning ESL Levels	Intermediate and Advanced ESL Levels
Teacher Language and Teacher–Student Exchanges	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Partner work (with additional scaffolds) • Small groups (with teacher support and additional scaffolds) 	<ul style="list-style-type: none"> • 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).

¹⁰Adapted from WIDA Consortium. (n.d.). *WIDA support examples across levels*.

<https://lincwellevl.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 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 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 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.

References

- Bailey, A. L., & Heritage, M. (2010). *English language proficiency assessment foundations: External judgments of adequacy. Evaluating the validity of English language proficiency assessments (An enhanced assessment grant)*. Retrieved from: www.eveaproject.com/doc/Generic%20ELPA%20Foundations%20Document%20FINAL%208%202%2010.pdf
- González, N., Moll, L. C., & Amanti, C. (2005). *Funds of knowledge*. New York, NY: Routledge.
- Hamayan, E., Marier, B., Sánchez-López, C., & Damico, J. (2013). *Special education considerations for English language learners: Delivering a continuum of services*. Philadelphia, PA: Caslon.
- International Reading Association. (2009). *New literacies and 21st Century technologies*. Newark, DE: Author. Retrieved from: www.readwritethink.org/professional-development/professional-library/literacies-21st-century-technologies-20975.html

- Moll, L. C., Amanti, C., Neff, D., & González, N. (1992). Funds of knowledge for teaching: Using a qualitative approach to connect homes and classrooms. *Theory into Practice*, 31(2), 132–141.
- National Governors Association for Best Practices, Council of Chief State School Officers. (2010). *Common Core state standards for English language arts and literacy in history/social studies, science, and technical subjects. Appendix A: Research supporting key elements of the standards. Glossary of key terms*. Retrieved from: www.corestandards.org/assets/Appendix_A.pdf
- Parrish, B. (2015). *Meeting the language needs of today's adult English language learner: Issue brief*. Washington, DC: Literacy Information and Communication Systems (LINCS). Retrieved from: https://lincs.ed.gov/publications/pdf/ELL_Increasing_Rigor_508.pdf
- Parrish, B. (2004). *Teaching adult ESL: A practical introduction*. New York, NY: McGraw-Hill.
- Parrish, B., & Johnson, K. (2010). *Promoting learner transitions to postsecondary education and work: Developing academic readiness skills from the beginning* (Network brief). Center for Adult English Language Acquisition (CAELA). Washington, DC: Center for Applied Linguistics. Retrieved from: www.cal.org/caelanetwork/resources/transitions.html
- Pimentel, S. (2013). *College and career readiness standards for adult education*. Washington, DC: U.S. Department of Education, Office of Vocational and Adult Education. Retrieved from: <http://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>
- Stanford University, Understanding Language Initiative. (2013). *Key principles for ELL instruction*. Retrieved from: http://ell.stanford.edu/sites/default/files/Key%20Principles%20for%20ELL%20Instruction%20with%20references_0.pdf
- TESOL (2008). *Standards for ESL/EFL Teachers of Adults*. Alexandria, VA: Author. WIDA Consortium. (n.d.). *WIDA support examples across levels*. Retrieved from: <https://lincwellell.wikispaces.com/file/view/WiDA+Support++Examples+Across+Levels.pdf>
- Wong Fillmore, L. (2014). English language learners at the crossroads of educational reform. *TESOL Quarterly*, 48(3), 624–632. doi:10.1002/tesq.174
- Workforce Innovation and Opportunity Act, H.R. 803, 113th Cong. (2013–2014). Retrieved from: <https://www.gpo.gov/fdsys/pkg/PLAW-113publ128/pdf/PLAW-113publ128.pdf>
- Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms*. San Francisco, CA: John Wiley & Sons.

Integrating Mathematics and ESL Instruction

There are several aspects of math instruction to consider when deciding how to effectively integrate math into the ESL curriculum. While the primary focus of ESL instruction 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 be 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 ESL 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 ESL Content Standards reflect Option 3. The standards provide correlations between applicable Illinois ABE/ASE Mathematics Content Standards and the Illinois ESL Content Standards, as well as provide examples of math and ESL 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.

Section 4 contains two sample lesson plans at different ESL levels that integrate math and ESL standards.

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

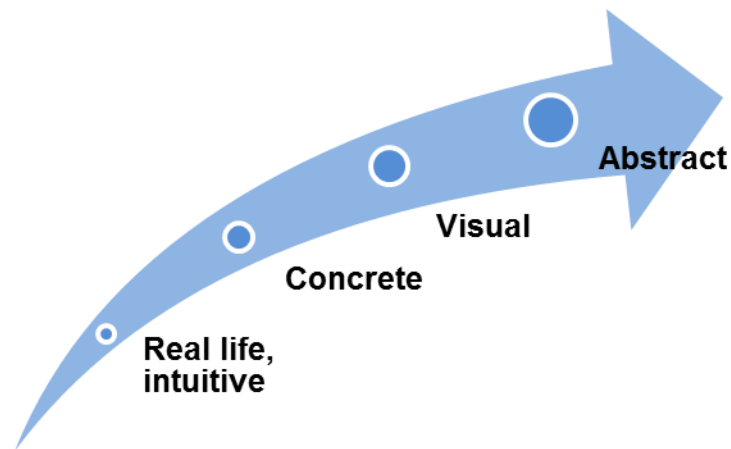
ELLs' prior educational experiences will impact their math level and the rate at which they are able to acquire new math skills. Students with little formal education in their home country may struggle with basic math, while those with high levels of prior education may be highly skilled in math. In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

The following pages show the **IL ABE/ASE Mathematics Content Standards for ESL** in sequential order by 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.

Beginning ESL Literacy (BL)

IL ABE/ASE Mathematics Content Standards for ESL

	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, July 2014*.

Low Beginning ESL (LB)

IL ABE/ASE Mathematics Content Standards for ESL

	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: <ul style="list-style-type: none"> 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. <i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i>	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, July 2014*.

High Beginning ESL (HB)

IL ABE/ASE Mathematics Content Standards for ESL

	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*, July 2014.

Low Intermediate ESL (LI)

IL ABE/ASE Mathematics Content Standards for ESL

	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 5×7 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 5×7 .	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	<p>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</p> <p>b. Understand two fractions as equivalent (equal) if they are the same size or the same point on a number line.</p> <p>d. 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).</p> <p>e. 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.</p> <p>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.</p>	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. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i>	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. b. 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, July 2014.*

High Intermediate ESL (HI)

IL ABE/ASE Mathematics Content Standards for ESL

	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	<p>Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.</p> <ol style="list-style-type: none"> 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). <p>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).</p>	Calculate the number of pies left after serving desert.

3.NF.6 CCR.NF.C	Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; 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, July 2014.*

Advanced ESL (AE)

IL ABE/ASE Mathematics Content Standards for ESL

	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, July 2014.*

Alignment of the Illinois ABE/ASE Language Arts Content Standards and the Illinois ESL Content Standards

This appendix contains an alignment of applicable standards from the 2014 edition of the Illinois ABE/ASE Language Arts Content Standards with the Illinois ESL Content Standards. This alignment may be useful to programs in designing curricula for ELLs who will transition from ESL instruction to ABE/ASE instruction, or for ABE/ASE instructors who have ELLs in their classrooms.

The Illinois ABE/ASE Language Arts Content Standards incorporate standards from four key initiatives, each designed to promote student transition to postsecondary education, career education, or the workplace. These initiatives are:

- The Common Core State Standards¹¹
- The College and Career Readiness (CCR) Standards for Adult Education States¹²
- Career Clusters Initiative Essential Knowledge and Skill Statements (ESS)¹³
- International Society for Technology in Education's National Educational Technology Standards for Students (NETS•S)¹⁴

The Common Core State Standards Initiative

This initiative is a state-led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and designed by a diverse group of teachers, experts, parents, and school administrators. These standards are designed to ensure that students graduating from high school are prepared to go to college or enter the workforce. The standards are benchmarked to international standards to guarantee that students are competitive in the emerging global marketplace. The Illinois State Board of Education adopted the Common Core State Standards for elementary and secondary education in June 2010.

The College and Career Readiness (CCR) Standards for Adult Education

In April 2013, the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE), released the highly-anticipated report, College and Career Readiness (CCR) Standards for Adult Education. The report was the result of a nine-month process that examined the Common Core State Standards from the perspective of adult education. It was funded to provide a set of manageable yet significant CCR standards that reflect broad agreement among subject matter experts in adult education about what is desirable for adult students to know to be prepared for the rigors of postsecondary education and training.

Career Cluster™ Knowledge and Skills

The 2008 National Career Cluster® Knowledge and Skills statements are a comprehensive collection of industry-validated expectations of what students should know and be able to do after completing instruction in a career program area. These statements reflect the expectations of postsecondary education and business and industry for entering into a career in a given area—and are used to guide curriculum development, assessment, and program planning.

¹¹ Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, 2010, www.corestandards.org.

¹² College and Career Readiness (CCR) for Adult Education, 2013, www.linccs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf.

¹³ Career Cluster™ Knowledge and Skills, 2008, www.careertech.org.

¹⁴ National Educational Technology Standards for Students, Second Edition, ©2007, ISTE® (International Society for Technology in Education), www.iste.org.

National Educational Technology Standards for Students

The International Society for Technology in Education developed these standards in 2007 to represent the basic technology all students need to learn effectively and live productively in a digital world.

A sample page from the alignment charts at the Low Intermediate ESL level is below.

LOW INTERMEDIATE ESL (LI), Cont. Applicable Standards from the Illinois ABE/ASE Language Arts Content Standards			
IL ABE/ASE Content Standard	WRITING AND LANGUAGE STANDARDS		
	TEXT TYPES AND PURPOSES (TT)	IL ESL Content Standards	
IL ABE/ASE Content Standard Code	2.W.TT.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	LI.W1
		a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	LI.W1
		b. Provide reasons that support the opinion.	LI.W1
		d. Provide a concluding statement or section.	LI.W1
	2.W.TT.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	LI.W1 LI.W4 LI.W5
		a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	LI.W1
		b. Develop the topic with facts, definitions, and details.	LI.W1
		d. Provide a concluding statement or section.	LI.W1
	PRODUCTION AND DISTRIBUTION OF WRITING (PD)		IL ESL Content Standards
	2.W.PD.1	With guidance and support from instructor and peers, produce writing in which the development and organization are appropriate to task and purpose (e.g., business memo, personal email, academic paragraph).	LI.W1 LI.W3 LI.W5
RANGE OF WRITING (RW)		IL ESL Content Standards	
2.W.RW.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LI.W1 LI.W4 LI.W5	

IL ESL
Content
Standard
Code

Alignment of Applicable Standards from the Illinois ABE/ASE Language Arts Content Standards and the Illinois ESL Content Standards

BEGINNING ESL LITERACY (BL)

READING STANDARDS		
FOUNDATIONAL SKILLS / ALPHABETICS (FS)		IL ESL Content Standards
1.R.FS.1	a. Follow words from left to right, top to bottom, and page by page.	BL.R3, BL.R4, BL.R5, BL.R6, BL.R7 ESL Literacy Skills: <i>Concepts: Directionality, Spacing,</i> <i>Literacy Skills:(Visual discrimination)</i>
	b. Recognize that spoken words are represented in written language by specific sequences of letters.	BL.L1 BL.R3, BL.R4, BL.R5, BL.R6, BL.R7 ESL Literacy Skills <i>Concepts: Print is meaningful</i> <i>Literacy Skills:(Visual discrimination),(Connect oral language with print), Recognize sight words, Recognize initial consonant sounds, (Sound-letter correspondence)</i>
	d. Recognize and name all uppercase and lowercase letters of the alphabet.	BL.L1 BL.S1 BL.R1, BL.R3 ESL Literacy Skills <i>Concepts: Alphabet</i> <i>Literacy Skills:(Visual discrimination), Say letters and numbers, Recognize initial consonant sounds (Sound-letter correspondence)</i>
	e. Understand that words are separated by spaces in print.	ESL Literacy Skills <i>Concepts: Spacing</i>
1.R.FS.3	a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or the most frequent sound for each consonant.	BL.L1 BL.S1 BL.R1 ESL Literacy Skills <i>Concepts: Alphabet</i> <i>Literacy Skills: Recognize letters and numbers, Recognize initial consonant sounds</i>
	d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	BL.L1 BL.S1 BL.R1, BL.R3 ESL Literacy Skills <i>Concepts: Same/different, Alphabet, Print is meaningful</i>

BEGINNING ESL LITERACY (BL), Cont.

WRITING STANDARDS		
CONVENTIONS OF STANDARD ENGLISH (CS)		IL ESL Content Standards
1.W.CS.1	a. Recognize and print all uppercase and lowercase letters of the alphabet.	BL.R1 BL.W1 ESL Literacy Skills Concepts: Alphabet
	b. Copy and appropriately space letters to form words and sentences.	BL.W3 BL.W4 ESL Literacy Skills Concepts: Spacing

LOW BEGINNING ESL (LB)

READING STANDARDS		
FOUNDATIONAL SKILLS / ALPHABETICS (FS)		IL ESL Content Standards
1.R.FS.1	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	LB.W3
	c. Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).	LB.W3
1.R.FS.3	Know and apply level appropriate phonics and word analysis skills in decoding words.	LB.R3
	c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	LB.R1, LB.R5
VOCABULARY ACQUISITION AND USAGE (VA)		IL ESL Content Standards
1.R.VA.2	a. Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.	LB.L7 LB.R1, LB.R2
	b. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.	LB.L7 LB.R1, LB.R2
	d. Identify real-life connections between words and their use (e.g., note a situation that is <i>pleasant</i>).	LB.L7 LB.R1, LB.R2
1.R.VA.3	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, to signal simple relationships (e.g., because).	LB.R1, LB.R2, LB.R4, LB.R5 LB.L7
	a. Through print and oral work, give in-depth meaning of level appropriate words (e.g., words that are basic and concrete and are used in daily conversation).	
1.R.VA.4	a. Communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms).	LB.L4, LB.L5, LB.L7 LB.S7 LB.R4
	b. Perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, undo/redo).	LB.L5 LB.R4

LOW BEGINNING ESL (LB), Cont.

READING STANDARDS continued		
FLUENCY (FL)		IL ESL Content Standards
1.R.FL.1	Read on-level text in successive readings with purpose and understanding, and sufficient accuracy and fluency to support comprehension.	LB.R5
COMPREHENSION: LITERATURE (CL)		IL ESL Content Standards
1.R.CL.1	Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing.	LB.L3, LB.L6 LB.S4, LB.S6 LB.R1, LB.R4, LB.R5
	a. With and without prompting and support, ask and answer questions about key details in text.	LB.L3, LB.L6 LB.S4, LB.S6 LB.R1, LB.R4, LB.R5
	b. With prompting and support, retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	LB.L3, LB.L7 LB.S4, LB.S7, LB.S8 LB.R4, LB.R5
1.R.CL.2	a. Ask and answer questions about unknown words in a text.	LB.L3 LB.S4 LB.R5
1.R.CL.6	Actively engage in group reading activities with purpose and understanding.	LB.R1, LB.R2, LB.R3, LB.R4, LB.R5
1.R.CL.7	With prompting and support, read prose and poetry of level-appropriate complexity.	LB.R1, LB.R2, LB.R3, LB.R4, LB.R5
COMPREHENSION: INFORMATIONAL TEXT (CI)		IL ESL Content Standards
1.R.CI.1	Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing.	LB.L3, LB.L6 LB.S4, LB.S6 LB.R1, LB.R4, LB.R5
	a. With prompting and support, locate, ask and answer questions about key details in a text (e.g., want ads, job listings, schedules, signs and food packages).	LB.R1, LB.R2, LB.R4, LB.R5
	b. With prompting and support, identify the main topic and retell key details of a text.	LB.L3, LB.L7, LB.S4, LB.S7, LB.S8 LB.R4, LB.R5
1.R.CI.2	With prompting and support, ask and answer questions about key details in a text, and to help determine or clarify the meaning of unknown words and phrases in a text.	LB.L3, LB.L6 LB.S4, LB.S7 LB.R1, LB.R2, LB.R5

LOW BEGINNING ESL (LB), Cont.

READING STANDARDS continued		
1.R.CI.3	a. Identify the front cover, back cover, and title page of a book.	LB.L5, LB.L7 LB.R4
1.R.CI.7	Actively engage in-group reading activities with purpose and understanding.	LB.R1, LB.R2, LB.R3, LB.R4, LB.R5
1.R.CI.8	With prompting and support, read level-appropriate informational texts.	LB.R1, LB.R2, LB.R3, LB.R4, LB.R5
WRITING AND LANGUAGE STANDARDS		
TEXT TYPES AND PURPOSES (TT)		IL ESL Content Standards
1.W.TT.2	Draw, write, or dictate informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	LB.S7 LB.W4
1.W.TT.3	Draw, write, or dictate narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	LB.S8 LB.R4
PRODUCTION AND DISTRIBUTION OF WRITING (PD)		IL ESL Content Standards
1.W.PD.1	With guidance and support from instructors, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	LB.S5, LB.S7, LB.S8 LB.W2
1.W.PD.3	Understand and use technology systems.	LB.L7 LB.S7
RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		IL ESL Content Standards
1.W.RB.2	Recall information from experiences or gather information from provided sources to answer a question.	LB.S4

LOW BEGINNING ESL (LB), Cont.

WRITING AND LANGUAGE STANDARDS continued		
CONVENTIONS OF STANDARD ENGLISH (CS)		IL ESL Content Standards
1.W.CS.1	d. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Section 2: Supporting Grammar Nouns, Verbs
	e. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>).	Section 2: Supporting Grammar Pronouns
	f. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Section 2: Supporting Grammar Verbs
	g. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	LB.S4
	h. Use frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with, during, beyond, toward</i>).	Section 2: Supporting Grammar Prepositions
	i. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) and determiners (e.g., articles, demonstratives).	Section 2: Supporting Grammar Conjunctions, Articles
	j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	LB.W2
1.W.CS.2	a. Capitalize the first word in a sentence, the pronoun "I," dates, and names of people.	LB.W3
	b. Identify and use end punctuation for sentences.	LB.W3
VOCABULARY USAGE (VU)		IL ESL Content Standards
1.W.VU.1	a. Sort common objects and words into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	LB.L7 LB.R1, LB.R2
1.W.VU.2	b. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	LB.L7 LB.R1, LB.R2, LB.R4, LB.R5

LOW BEGINNING ESL (LB), Cont.

SPEAKING AND LISTENING STANDARDS		
COMPREHENSION AND COLLABORATION (CC)		IL ESL Content Standards
1.S.CC.1	a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	LB.S4, LB.S5, LB.S6, LB.S7, LB.S8
	b. Continue a conversation through multiple exchanges, and build on others' talk by responding to the comments of others.	LB.S4, LB.S5, LB.S6, LB.S7, LB.S8
1.S.CC.2	Demonstrate active listening skills.	LB.L3, LB.L4, LB.L5, LB.L6
	a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	
1.S.CC.3	Ask questions to clear up any confusion about the topics and texts under discussion.	LB.S4, LB.S6, LB.S7
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		IL ESL Content Standards
1.S.PK.1	b. Speak audibly and express thoughts, feelings, and ideas clearly.	LB.S7, LB.S8
	c. Produce complete sentences when appropriate to the task or situation.	LB.S4, LB.S7, LB.S8

HIGH BEGINNING ESL (HB)

READING STANDARDS		
FOUNDATIONAL SKILLS / ALPHABETICS (FS)		IL ESL Content Standards
1.R.FS.1	Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	HB.W3
	d. Recognize the distinguishing features of a sentence (e.g., first word capitalization, ending punctuation).	HB.W3
1.R.FS.3	Know and apply level appropriate phonics and word analysis skills in decoding words.	HB.R2
	d. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).	HB.R1, HB.R3, HB.R4
VOCABULARY ACQUISITION AND USAGE (VA)		IL ESL Content Standards
1.R.VA.2	c. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	HB.L5 HB.R1, HB.R3
	d. Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.	HB.L5 HB.R1, HB.R3
	e. Identify real-life connections between words and their use (e.g., note a situation that is <i>pleasant</i>).	HB.L5 HB.R1, HB.R3, HB.R4
1.R.VA.3	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions, to signal simple relationships (e.g., because).	HB.R1, HB.R3, HB.R4 HB.L5
	c. Through print and oral work, give in-depth meaning of level appropriate words (e.g., words that are basic and concrete and are used in daily conversation).	
1.R.VA.4	b. Communicate about technology using developmentally appropriate and accurate terminology (e.g., be able to identify and refer to parts of the computer with proper terms).	HB.L3, HB.L5 HB.S6 HB.R3
	d. Perform basic hardware and software operations (e.g., copy and paste, navigate among open windows, undo/redo).	HB.L3 HB.R3

HIGH BEGINNING ESL (HB), Cont.

READING STANDARDS continued		
FLUENCY (FL)		IL ESL Content Standards
1.R.FL.1	Read on-level text in successive readings with purpose and understanding, and sufficient accuracy and fluency to support comprehension.	BE.R5, BE.R6
COMPREHENSION: LITERATURE (CL)		IL ESL Content Standards
1.R.CL.1	Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing.	HB.L2, HB.L4 HB.S3, HB.S5 HB.R1, HB.R3, HB.R4
	c. With and without prompting and support, ask and answer questions about key details in text.	HB.L2, HB.L4 HB.S3, HB.S5 HB.R1, HB.R3, HB.R4
	d. With prompting and support, retell familiar stories, including key details, and demonstrate understanding of their central message or lesson.	HB.L2, HB.L5 HB.S3, HB.S6, HB.S7 HB.R3, HB.R4
1.R.CL.2	b. Ask and answer questions about unknown words in a text.	HB.L2 HB.S3 HB.R4
1.R.CL6	Actively engage in group reading activities with purpose and understanding.	HB.R1, HB.R2, HB.R3, HB.R4
1.R.CL.7	With prompting and support, read prose and poetry of level-appropriate complexity.	HB.R2, HB.R4

HIGH BEGINNING ESL (HB), Cont.

READING STANDARDS continued		
COMPREHENSION: INFORMATIONAL TEXT (CI)		IL ESL Content Standards
1.R.CI.1	Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing.	HB.L2, HB.L4 HB.S3, HB.S5 HB.R1, HB.R3, HB.R4
	c. With prompting and support, locate, ask and answer questions about key details in a text (e.g., want ads, job listings, schedules, signs and food packages).	HB.R1, HB.R2, HB.R3, HB.R4
	d. With prompting and support, identify the main topic and retell key details of a text.	HB.L2, HB.L5 HB.S3, HB.S6, HB.S7 HB.R3, HB.R4
1.R.CI.2	With prompting and support, ask and answer questions about key details in a text, and to help determine or clarify the meaning of unknown words and phrases in a text.	HB.L2, HB.L4 HB.S3, HB.S6 HB.R1, HB.R3, HB.R4
1.R.CI.3	b. Identify the front cover, back cover, and title page of a book.	HB.L3, HB.L5 HB.R3
1.R.CI.4	c. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	HB.R3, HB.R4
1.R.CI.7	Actively engage in-group reading activities with purpose and understanding.	HB.R1, HB.R2, HB.R3, HB.R4
1.R.CI.8	With prompting and support, read level-appropriate informational texts.	HB.R1, HB.R2, HB.R3, HB.R4
WRITING AND LANGUAGE STANDARDS		
TEXT TYPES AND PURPOSES (TT)		IL ESL Content Standards
1.W.TT.2	Draw, write, or dictate informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	HB.S6 HB.W4
1.W.TT.3	Draw, write, or dictate narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	HB.S7 HB.R3

HIGH BEGINNING ESL (HB), Cont.

WRITING AND LANGUAGE STANDARDS continued		
PRODUCTION AND DISTRIBUTION OF WRITING (PD)		IL ESL Content Standards
1.W.PD.1	With guidance and support from instructors, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	HB.S4, HB.S6, HB.S7 HB.W2
1.W.PD.3	Understand and use technology systems.	HB.L5 HB.S6
RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		IL ESL Content Standards
1.W.RB.2	Recall information from experiences or gather information from provided sources to answer a question.	HB.S3
CONVENTIONS OF STANDARD ENGLISH (CS)		IL ESL Content Standards
1.W.CS.1	k. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	Section 2: Supporting Grammar Nouns, Verbs
	l. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my, they, them, their, anyone, everything</i>).	Section 2: Supporting Grammar Pronouns
	m. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	Section 2: Supporting Grammar Verbs
	n. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).	BE.S3
	o. Use frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with, during, beyond, toward</i>).	Section 2: Supporting Grammar Prepositions
	p. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>) and determiners (e.g., articles, demonstratives).	Section 2: Supporting Grammar Conjunctions, Articles
	q. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	HB.W2
1.W.CS.2	c. Capitalize the first word in a sentence, the pronoun "I," dates, and names of people.	HB.W3
	d. Identify and use and punctuation for sentences.	HB.W3

HIGH BEGINNING ESL (HB), Cont.

WRITING AND LANGUAGE STANDARDS continued		
VOCABULARY USAGE (VU)		IL ESL Content Standards
1.W.VU.1	c. Sort common objects and words into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent).	HB.L5 HB.R1, HB.R3, HB.R4
1.W.VU.2	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	HB.L5 HB.R1, HB.R2, HB.R3, HB.R4
SPEAKING AND LISTENING STANDARDS		
COMPREHENSION AND COLLABORATION (CC)		IL ESL Content Standards
1.S.CC.1	b. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.	HB.S3, HB.S4, HB.S5, HB.S6, HB.S7
	c. Continue a conversation through multiple exchanges, and build on others' talk by responding to the comments of others.	HB.S3, HB.S4, HB.S5, HB.S6, HB.S7
1.S.CC.2	Demonstrate active listening skills. d. Interpret verbal and non-verbal cues and behaviors to enhance communication.	HB.L2, HB.L3, HB.L4
1.S.CC.3	Ask questions to clear up any confusion about the topics and texts under discussion.	HB.S3, HB.S5, HB.S6
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		IL ESL Content Standards
1.S.PK.1	e. Speak audibly and express thoughts, feelings, and ideas clearly.	HB.S6, HB.S7
	f. Produce complete sentences when appropriate to the task or situation.	HB.S3, HB.S6, HB.S7

LOW INTERMEDIATE ESL (LI)

READING STANDARDS		
VOCABULARY ACQUISITION AND USAGE (VA)		IL ESL Content Standards
2.R.VA.1	e. Use glossaries and dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	LI.R1
2.R.VA.3	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other people are happy that makes me happy</i>).	LI.R1 Section 2: Supporting Grammar <i>Adjectives, Adverbs</i>
3.R.VA.4	Acquire and accurately use level-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night, we went looking for them</i>).	Section 2: Supporting Grammar <i>Adjectives, Subordinate Clauses</i>
FLUENCY (FL)		IL ESL Content Standards
2.R.FL.1	Read on-level text orally with sufficient accuracy and fluency to support comprehension. a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	LI.R1, LI.R4
COMPREHENSION: LITERATURE (CL)		IL ESL Content Standards
2.R.CL.1	Demonstrate comprehension strategies of questioning, predicting, clarifying, and summarizing.	LI.R1, LI.R2, LI.R3
	c. Recount stories, including fables, folktales, and myths from diverse cultures, and determine their central message, lesson, or moral and how it is conveyed through key details in the text.	LI.R1, LI.R3
2.R.CL.7	Use illustrations and details to aid in the understanding of a story.	LI.R2
2.R.CL.9	Read and comprehend level-appropriate literature, including stories, drama, and poetry, with scaffolding as needed.	LI.R1, LI.R4

LOW INTERMEDIATE ESL (LI), Cont.

READING STANDARDS continued		
COMPREHENSION: INFORMATIONAL TEXT (CI)		IL ESL Content Standards
2.R.CI.1	Demonstrate comprehension strategies such as questioning, predicting, clarifying and summarizing.	LI.R1, LI.R2, LI.R3
	c. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. Recount key details and explain how they support the main idea.	LI.R3
2.R.CI.3	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	LI.R2
2.R.CI.4	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	LI.R4
2.R.CI.8	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	LI.R2
2.R.CI.11	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	LI.R2
2.R.CI.13	Read and comprehend level-appropriate informational texts, including history/social studies, science, and technical texts.	LI.R1, LI.R4
FUNCTIONAL AND WORKPLACE SKILLS (FW)		IL ESL Content Standards
2.R.FW.1	Communicate information, data, and observations to apply information learned from reading to actual practice.	LI.R4 LI.W3 LI.S4, LI.S5

LOW INTERMEDIATE ESL (LI), Cont.

WRITING AND LANGUAGE STANDARDS		
TEXT TYPES AND PURPOSES (TT)		IL ESL Content Standards
2.W.TT.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	LI.W1
	a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	LI.W1
	b. Provide reasons that support the opinion.	LI.W1
	d. Provide a concluding statement or section.	LI.W1
2.W.TT.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	LI.W1, LI.W4, LI.W5
	a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	LI.W1
	b. Develop the topic with facts, definitions, and details.	LI.W1
	d. Provide a concluding statement or section.	LI.W1
PRODUCTION AND DISTRIBUTION OF WRITING (PD)		IL ESL Content Standards
2.W.PD.1	With guidance and support from instructor and peers, produce writing in which the development and organization are appropriate to task and purpose (e.g., business memo, personal email, academic paragraph).	LI.W1, LI.W3, LI.W5
RANGE OF WRITING (RW)		IL ESL Content Standards
2.W.RW.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	LI.W1, LI.W4, LI.W5

LOW INTERMEDIATE ESL (LI), Cont.

WRITING AND LANGUAGE STANDARDS continued		
CONVENTIONS OF STANDARD ENGLISH (CS)		IL ESL Content Standards
2.W.CS.1	a. Use collective and abstract nouns (e.g., <i>group</i>).	Section 2: Supporting Grammar Nouns
	b. Form and use frequently occurring regular and irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	Section 2: Supporting Grammar Nouns
	c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	Section 2: Supporting Grammar Pronouns/ Reflexive
	d. Form and use regular and irregular verbs in all tenses.	Section 2: Supporting Grammar Verbs
	e. Ensure subject-verb and pronoun-antecedent agreement.	Section 2: Supporting Grammar Subject-Verb Agreement, Pronouns
	f. Use adjectives and adverbs (including comparative and superlative) and choose between them depending on what is to be modified.	Section 2: Supporting Grammar Adjectives, Adverbs, Comparisons (Adjectives & Adverbs)
	g. Use coordinating and subordinating conjunctions.	Section 2: Supporting Grammar Conjunctions, Subordinate Clauses
2.W.CS.2	a. Capitalize holidays, product names, geographic names, and appropriate words in titles.	LI.W2
	b. Use commas in greetings / closing of letters and addresses.	LI.W2
	d. Use an apostrophe to form contractions and possessives.	LI.W2
	g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	LI.R5
KNOWLEDGE OF LANGUAGE (KL)		IL ESL Content Standards
2.W.KL.1	a. Compare formal and informal uses of English.	LI.L6

LOW INTERMEDIATE ESL (LI), Cont.

WRITING AND LANGUAGE STANDARDS continued		
VOCABULARY USAGE (VU)		IL ESL Content Standards
2.W.VU.2	a. Use adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	Section 2: Supporting Grammar <i>Adjectives, Adverbs, Comparisons</i> (<i>Adjectives & Adverbs</i>)
SPEAKING AND LISTENING STANDARDS		
COMPREHENSION AND COLLABORATION (CC)		IL ESL Content Standards
2.S.CC.1	Engage effectively in a range of collaborative discussions (one on one, small and large groups, and teacher-led) with diverse partners on topics and texts.	LI.L1, LI.L2, LI.L5 LI.S1, LI.S2, LI.S3, LI.S6, LI.S7, LI.S8
	b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	LI.L1, LI.L2, LI.L5 LI.S1, LI.S2, LI.S7
	d. Ask for clarification and further explanation as needed about the topics and texts under discussion.	LI.L5 LI.S7
	e. Explain their own ideas and understanding in light of the discussion.	LI.L1, LI.L5 LI.S1, LI.S2, LI.S6, LI.S8
	f. Recount the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	LI.L4 LI.S1, LI.S5, LI.S6
2.S.CC.2	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. a. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	LI.L5 LI.S7
2.S.CC.3	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	LI.L1, LI.L2, LI.L5 LI.S1, LI.S2, LI.S3, LI.S7

LOW INTERMEDIATE ESL (LI), Cont.

SPEAKING AND LISTENING STANDARDS continued		
COMPREHENSION AND COLLABORATION (CC) cont.		IL ESL Content Standards
2.S.CC.4	Comprehend key elements of oral information.	LI.L4
2.S.CC.5	Analyze and evaluate key elements of oral information of persuasive text.	LI.L4
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		IL ESL Content Standards
2.S.PK.1	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly and clearly at an understandable pace in coherent sentences.	LI.S1, LI.S6, LI.S8
2.S.PK.3	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	LI.L5 LI.S1, LI.S3, LI.S4, LI.S5, LI.S6, LI.S8

HIGH INTERMEDIATE ESL (HI)

READING STANDARDS		
FOUNDATIONAL SKILLS / ALPHABETICS (FS)		IL ESL Content Standards
3.R.FS.1	Know and apply phonics and word analysis in decoding words.	HI.R3
3.R.FS.2	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to accurately read unfamiliar multisyllabic words in context and out of context.	HI.R3
VOCABULARY ACQUISITION AND USAGE (VA)		IL ESL Content Standards
3.R.VA.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.	
	a. Use context (e.g., definitions, examples, or restatements in a text) as a clue to the meaning of a word or phrase.	HI.R3
	b. Use common, level appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	HI.R3
3.R.VA.3	Acquire and accurately use level-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i>).	HI.R3, HI.R5
FLUENCY (FL)		IL ESL Content Standards
3.R.FL.1	Read on-level text with sufficient accuracy and fluency to support comprehension.	HI.R1, HI.R2, HI.R4, HI.R6
3.R.FL.2	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	HI.R1, HI.R2
3.R.FL.3	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	HI.R3

HIGH INTERMEDIATE ESL (HI), Cont.

READING STANDARDS continued		
COMPREHENSION: LITERATURE (CL)		IL ESL Content Standards
3.R.CL.1	Utilize strategies to aid comprehension of appropriately leveled text (e.g., rereading information, skimming, questioning, predicting and use of graphics).	
	a. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	HI.R4
	b. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	HI.R2, HI.R4
	c. Determine a theme of a story, drama, or poem from details in the text; including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	HI.R4
	d. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	HI.R4
	e. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	HI.R1, HI.R2, HI.R4
3.R.CL.4	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	HI.R4
3.R.CL.7	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	HI.R1, HI.R4
3.R.CL.8	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	HI.R1
3.R.CL.10	Read and comprehend literature, including stories, dramas, and poetry, in texts appropriate for NRS Level 3, with scaffolding as needed.	HI.R1, HI.R2

HIGH INTERMEDIATE ESL (HI), Cont.

READING STANDARDS continued		
COMPREHENSION: INFORMATIONAL TEXT (CI)		IL ESL Content Standards
3.R.CI.1	Demonstrate the use of a variety of comprehension strategies to increase understanding of text.	HI.R1, HI.R2, HI.R4, HI.R6
	a. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	HI.R1, HI.R2, HI.R4, HI.R6 HI.S4, HI.S5, HI.S6
	b. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the main idea of a passage by answering <i>who, what, when, why and how</i> questions.	HI.R4
	c. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	HI.R1, HI.R2, HI.R4, HI.R6 HI.S4, HI.S5, HI.S6
	d. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	HI.R1, HI.R2, HI.R4, HI.R6 HI.S4, HI.S5, HI.S6
	e. Explain the relationships or interaction between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. Use language that pertains to time, sequence, and cause/effect.	HI.R1, HI.R2, HI.R4, HI.R6 HI.S4, HI.S5, HI.S6
3.R.CI.2	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a level-appropriate topic or subject area.	HI.R3
3.R.CI.3	a. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	HI.R4, HI.R5
	c. Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in 1 or 2 texts.	HI.R4, HI.R5
3.R.CI.5	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	HI.R2
3.R.CI.6	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	HI.R4 HI.S5, HI.S6

HIGH INTERMEDIATE ESL (HI), Cont.

READING STANDARDS continued		
COMPREHENSION: INFORMATIONAL TEXT (CI), cont.		IL ESL Content Standards
3.R.CI.7	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	HI.W2 HI.S4
3.R.CI.9	Read and comprehend informational level-appropriate texts, including history/social studies, science, and technical texts.	HI.R1, HI.R2, HI.R6
FUNCTIONAL AND WORKPLACE SKILLS (FW)		IL ESL Content Standards
3.R.FW.1	Communicate information, data and observations to apply information learned from reading to actual practice.	HI.R1, HI.R2, HI.R6 HI.S4, HI.S5 HI.W3
3.R.FW.2	Locate written information used to communicate with co-workers and customers.	HI.R2, HI.R6
3.R.FW.4	Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational tasks.	HI.R2, HI.R6
WRITING AND LANGUAGE STANDARDS		
TEXT TYPES AND PURPOSES (TT)		IL ESL Content Standards
3.W.TT.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	HI.W2
	a. Introduce the topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	HI.W2
	b. Provide logically ordered reasons that are supported by facts and details.	HI.W2
	e. Provide a concluding statement or section related to the opinion presented.	HI.W2

HIGH INTERMEDIATE ESL (HI), Cont.

WRITING AND LANGUAGE STANDARDS continued		
TEXT TYPES AND PURPOSES (TT), cont.		IL ESL Content Standards
3.W.TT.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	HI.W2
	a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	HI.W2
	b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	HI.W2
	e. Provide a concluding statement or section related to the information or explanation presented.	HI.W2
3.W.TT.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	HI.W2
	c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	HI.W2, HI.W3
PRODUCTION AND DISTRIBUTION OF WRITING (PD)		IL ESL Content Standards
3.W.PD.1	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience (e.g., business memo, personal email, academic essay).	HI.W2, HI.W4, HI.W5
RESEARCH TO BUILD AND PRESENT KNOWLEDGE (RB)		IL ESL Content Standards
3.W.RB.4	Communicate information, data, and observations to apply information earned from reading to actual practice.	HI.W4 HI.S4, HI.S5

HIGH INTERMEDIATE ESL (HI), Cont.

WRITING AND LANGUAGE STANDARDS continued		
CONVENTIONS OF STANDARD ENGLISH (CS)		IL ESL Content Standards
3.W.CS.1	Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.	
	b. Form and use the progressive verb tense (e.g., <i>I was walking; I am walking; I will be walking</i>) and the perfect verb tense (e.g., <i>I had walked; I have walked; I will have walked</i>).	Section 2: Supporting Grammar Verbs
	c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	Section 2: Supporting Grammar Modal Verbs
	d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	Section 2: Supporting Grammar Adjectives
	e. Form and use prepositional phrases.	Section 2: Supporting Grammar Prepositions
	i. Use verb tense to convey various times, sequences, states, and conditions.	Section 2: Supporting Grammar Verbs, Modal Verbs, Reported Speech
	j. Recognize and correct inappropriate shifts in verb tense.	Section 2: Supporting Grammar Verbs, Modal Verbs, Reported Speech
	k. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).	Section 2: Supporting Grammar Conjunctions
3.W.CS.2	c. Use a comma before a coordinating conjunction in a compound sentence.	HI.W1

HIGH INTERMEDIATE ESL (HI), Cont.

SPEAKING AND LISTENING STANDARDS		
COMPREHENSION AND COLLABORATION (CC)		IL ESL Content Standards
3.S.CC.1	Engage effectively in a range of collaborative discussion (one-on-one, in groups, and teacher-led) with diverse partners on topics and texts appropriate to skill level, building on others' ideas and expressing their own clearly.	HI.L1, HI.L2, HI.L3, HI.L5 HI.S1, HI.S2, HI.S5, HI.S6
3.S.CC.2	a. Review the key ideas expressed, explain their own ideas and understanding, and draw conclusions in light of the discussion.	HI.L1, HI.L3 HI.S1, HI.S2, HI.S5, HI.S6
	c. Identify the reasons and evidence a speaker provides to support particular points.	HI.L1
3.S.CC.3	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	HI.L1, HI.L3, HI.L4, HI.L5
3.S.CC.4	Comprehend key elements of oral information for: j. sequence	HI.L1, HI.L2
3.S.CC.5	Identify and evaluate oral information for: e. fact/opinion	HI.S6
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		IL ESL Content Standards
3.S.PK.1	Report on a topic or text, tell a story, recount an experience in an organized manner, or present opinions, using appropriate facts and relevant, descriptive details presented in a logical sequence, to support main idea or themes; speak clearly at an understandable pace.	HI.S3, HI.S4, HI.S5, HI.S6
3.S.PK.4	Adapt speech to a variety of contexts, tasks, audiences, and purposes, using formal English when appropriate to task and situation, and informal where appropriate.	HI.L4 HI.S1, HI.S2

ADVANCED ESL (AE)

READING STANDARDS		
VOCABULARY ACQUISITION AND USAGE (VA)		IL ESL Content Standards
4.R.VA.1	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on level appropriate reading content, choosing flexibly from a range of strategies.	
	a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	AE.R2
	b. Use common, level-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>).	AE.R2
	c. Recognize and understand clipped and shortened words (e.g., <i>exam-examination</i>).	AE.R7
	d. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	AE.R7
	e. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	AE.R2
4.R.VA.3	Demonstrate use of content, technical concepts, and vocabulary when analyzing information and following directions.	AE.R1
COMPREHENSION: LITERATURE (CL)		IL ESL Content Standards
4.R.CL.1	Demonstrate and use a variety of comprehension strategies to obtain key ideas and details from text.	
	a. Summarize what has been read.	AE.R5
	d. Identify cause and effect implied in a paragraph.	AE.R4
	e. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.	AE.R6
4.R.CL.2	c. Analyze a piece of literature, ranging from a sentence to stanza to complete piece, considering how the form or structure contributes to its meaning. Compare and contrast two or more texts, analyzing the structure.	AE.R4

ADVANCED ESL (AE), Cont.

READING STANDARDS continued		
COMPREHENSION: LITERATURE (CL), cont.		IL ESL Content Standards
4.R.CL.3	Predict potential outcomes from knowledge of events obtained from a reading selection.	AE.R6
4.R.CL.5	Read and comprehend literature in level-appropriate texts, including stories, dramas, and poems, independently and proficiently.	AE.R1
COMPREHENSION: INFORMATIONAL TEXT (CI)		IL ESL Content Standards
4.R.CI.1	a. Clarify understanding of non-fictional passages by creating outlines, graphic organizers, logical notes, summaries, or reports.	AE.R3 AE.W8
	c. Cite several pieces of textual evidence that most strongly support analysis of what the text says explicitly as well as inferences drawn from the text; predict probable outcomes from knowledge of events obtained from a reading selection.	AE.R6
4.R.CI.5	Determine an author's point of view or purpose in a text; explain how it is conveyed in the text; analyze how the author distinguishes his or her position from that of the others; and how the author acknowledges and responds to conflicting evidence or viewpoints.	AE.R4
4.R.CI.6	Integrate information from texts, charts, and graphs to draw a conclusion.	AE.R3
4.R.CI.9	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	AE.R3
4.R.CI.13	Read and comprehend literary nonfiction in level-appropriate texts, independently and proficiently.	AE.R1
READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH)		IL ESL Content Standards
4.R.RH.2	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinion.	AE.R5
4.R.RH.3	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies, using a dictionary or other appropriate resource.	AE.R7

ADVANCED ESL (AE), Cont.

READING STANDARDS continued		
READING IN THE CONTENT AREAS: HISTORY AND SOCIAL STUDIES (RH), cont.		IL ESL Content Standards
4.R.RH.8	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	AE.R3
4.R.RH.13	Read and comprehend level-appropriate history/social studies texts, independently and proficiently.	AE.R1
READING IN THE CONTENT AREAS: SCIENCE AND TECHNICAL SUBJECTS (RS)		IL ESL Content Standards
4.R.RS.1	Cite specific textual evidence to support analysis of science and technical texts.	AE.R5
4.R.RS.2	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	AE.R5
4.R.RS.3	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks.	AE.R1
4.R.RS.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in specific level-appropriate scientific or technical contexts.	AE.R2
4.R.RS.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	AE.R4
4.R.RS.7	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flow chart, diagram, model, graph, figure, or table).	AE.R3
4.R.RS.9	Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	AE.R3
4.R.RS.12	Read and comprehend level-appropriate science/technical texts, independently and proficiently.	AE.R1

ADVANCED ESL (AE), Cont.

READING STANDARDS continued		
FUNCTIONAL AND WORKPLACE SKILLS (FW)		IL ESL Content Standards
4.R.FW.3	b. Use informational texts, internet web sites, and/or technical materials to review and apply information sources for occupational tasks.	AE.R7
	c. Develop and maintain a career plan and portfolio to meet career goals and objectives.	AE.W5 AE.W6
WRITING AND LANGUAGE STANDARDS		
TEXT TYPES AND PURPOSES (TT)		IL ESL Content Standards
4.W.TT.1	Write arguments to support claims with clear reasons and relevant evidence.	AE.W4
	a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	AE.W3
	c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	AE.W2
	e. Provide a concluding statement or section that follows from and supports the argument presented.	AE.W3
4.W.TT.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	AE.W4
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., heading), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	AE.W3
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.	AE.W3
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	AE.W2

ADVANCED ESL (AE), Cont.

WRITING AND LANGUAGE STANDARDS continued		
TEXT TYPES AND PURPOSES (TT), cont.		IL ESL Content Standards
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	AE.W3
4.W.TT.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	AE.W4
	c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.	AE.W2
	e. Provide a conclusion that follows from and reflects on the narrated experiences or events.	AE.W3
PRODUCTION AND DISTRIBUTION OF WRITING (PD)		IL ESL Content Standards
4.W.PD.1	Develop and organize clear and coherent writing in a style that is appropriate to task, purpose, and audience. Include tables, graphs, and other visuals as effective.	AE.W3, AE.W4, AE.W8
4.W.PD.2	Develop and strengthen writing as needed by planning, brainstorming, and organizing key ideas and supporting them through revising, rewriting, or trying a new approach to strengthen support by editing to improve word choices. Efficiently present the relationships between information and ideas. Know when to seek guidance and support from peers and instructors.	AE.W1
4.W.PD.3	Write internal and external business correspondence that conveys and/or obtains information effectively in order to communicate with other employees to clarify objectives and to communicate with customers and employees to foster positive relationships.	AE.W6, AE.W7
RANGE OF WRITING (RW)		IL ESL Content Standards
4.W.RW.1	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences to include descriptive, narrative, and expository writing while demonstrating the command/mastery of simple, compound, and complex sentences; utilizing all eight parts of speech and correct usage of conventions.	AE.W1, AE.W3, AE.W4

ADVANCED ESL (AE), Cont.

WRITING AND LANGUAGE STANDARDS continued		
CONVENTIONS OF STANDARD ENGLISH (CS)		IL ESL Content Standards
4.W.CS.1	Demonstrate command of the conventions of English grammar and usage when writing.	
	a. Ensure that pronouns are in the proper case (subjective, objective, and possessive).	Section 2: Supporting Grammar <i>Pronouns</i>
	b. Use intensive pronouns (e.g., <i>myself, ourselves</i>).	Section 2: Supporting Grammar <i>Pronouns</i>
	d. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	AE.W1 AE.W2
	f. Recognize and correct inappropriate shifts in pronoun number and person.	Section 2: Supporting Grammar <i>Pronouns</i>
	i. Form and use verbs in the active and passive voice.	Section 2: Supporting Grammar <i>Verbs, Modal Verbs, Other Grammar/ Passive Voice</i>
	j. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Section 2: Supporting Grammar <i>Verbs, Modal Verbs, Other Grammar/ Conditional</i>
KNOWLEDGE OF LANGUAGE (KL)		IL ESL Content Standards
4.W.KL.1	a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Section 2: Supporting Grammar <i>Verbs, Other Grammar/ Passive Voice & Conditional</i>

ADVANCED ESL (AE), Cont.

WRITING AND LANGUAGE STANDARDS continued		
WRITING STANDARDS FOR LITERACY IN HISTORY, SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (WL)		IL ESL Content Standards
4.W.WL.1	d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) counterclaims, reasons, and evidence.	AE.W2
	f. Provide a concluding statement or section that follows from and supports the argument presented.	AE.W3
4.W.WL.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.	AE.W4
	a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	AE.W3, AE.W4
	b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. Include tables, graphs, and other visuals as effective.	AE.W3, AE.W4
	c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	AE.W2
	f. Provide a concluding statement or section that follows from and supports the information or explanation presented.	AE.W3
4.W.WL.3	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	AE.W4

ADVANCED ESL (AE), Cont.

SPEAKING AND LISTENING STANDARDS		
COMPREHENSION AND COLLABORATION (CC)		IL ESL Content Standards
4.S.CC.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues appropriate to skill level, building on others' ideas and expressing their own clearly.	AE.L1, AE.L3, AE.L4 AE.S1 AE.S2 AE.S3 AE.S4
	b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.	AE.L4 AE.S4
	c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	AE.L1, AE.L3 AE.S1, AE.S2
	d. Pose questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.	AE.L1, AE.L3 AE.S1, AE.S4
	e. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.	AE.L3, AE.S3
	f. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	AE.L3 AE.S1, AE.S3, AE.S4
	g. Acknowledge new information expressed by others and, when warranted, modify their own views.	AE.L1, AE.L3, AE.L4 AE.S1, AE.S2, AE.S4

ADVANCED ESL (AE), Cont.

SPEAKING AND LISTENING STANDARDS, continued		
COMPREHENSION AND COLLABORATION (CC)		IL ESL Content Standards
4.S.CC.2	a. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	AE.L3 AE.S1, AE.S5
4.S.CC.4	Demonstrate active listening skills. a. Interpret verbal and non-verbal cues and behaviors to enhance communication.	AE.L4 AE.S4
4.S.CC.5	Comprehend key elements of oral information for: a. cause and effect b. compare and contrast c. conclusions d. context e. purpose f. charts, tables, graphs g. evaluation/critiques h. mood i. persuasive text j. sequence k. summaries l. technical subject matter	AE.L2, AE.L3
4.S.CC.6	Identify and evaluate oral information for: a. accuracy b. adequacy/sufficiency c. appropriateness/clarity d. identify and evaluate oral information for conclusions/solutions e. fact/opinion f. assumptions g. propaganda h. relevancy i. validity j. relationship of ideas	AE.L3

ADVANCED ESL (AE), Cont.

SPEAKING AND LISTENING STANDARDS, continued		
PRESENTATION OF KNOWLEDGE AND IDEAS (PK)		IL ESL Content Standards
4.S.PK.1	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts and details to accentuate main ideas or themes; emphasizing salient points in a focused, coherent manner with pertinent evidence, descriptions, facts, details, and examples, using sound, valid reasoning; use appropriate eye contact, adequate volume, and clear pronunciation.	AE.S5
4.S.PK.2	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	AE.W8
4.S.PK.3	Present formal and informal speeches including discussion, information requests, interpretation, and persuasion.	AE.S5
4.S.PK.4	Adapt speech to a variety of contexts, tasks, audiences, and purposes using formal English when appropriate to task and situation.	AE.S3

TESOL Standards for Adult Education ESL Programs

The standards on this and the next two pages are from *Standards for Adult Education ESL Programs*¹⁵. This document defines the components of a quality adult education ESL program in nine areas:

1. Program Structure, Administration, and Planning
2. Curriculum and Instructional Materials
3. Instruction
4. Learner Recruitment, Intake, and Orientation
5. Learner Retention and Transition
6. Assessment and Learner Gains
7. Employment Conditions and Staffing
8. Professional Development and Staff Evaluation
9. Support Services

These standards were developed by a diverse group of adult education ESL teachers, administrators, and researchers from across the United States. Reprinted here are two sections that served as the guiding principles in the design of the Illinois ESL Content Standards: *Standards for Curriculum and Instructional Materials* and *Standards for Instruction*.

Standards for Curriculum and Instructional Materials

- A. The program has a process for developing curriculum that is based on a needs assessment of learners and includes participation and input from other stakeholders.
- B. The curriculum reflects the mission and philosophy of the program and is compatible with principles of second language acquisition for adult learners.
- C. The curriculum includes goals, objectives, outcomes, approaches, methods, activities, materials, technological resources, and evaluation measures that are appropriate for meeting learners' needs and goals.
- D. The curriculum specifies measurable learning objectives for each instructional offering for learners and is appropriate for learners in multilevel classes.
- E. The curriculum and instructional materials are easily accessible, up to date, appropriate for adult learners, culturally sensitive, oriented to the language and literacy needs of the learners, and suitable for a variety of learning styles.
- F. The program has an ongoing process for curriculum revision in response to the changing needs of the learners, community, and policies.

¹⁵ From *Standards for Adult Education ESL Programs*. Copyright © 2003 by Teachers of English to Speakers of Other Languages, Inc. (TESOL). Reproduced with permission of TESOL in the format Other Book via the Copyright Clearance Center.

Standards for Instruction

- A. Instructional activities adhere to principles of adult learning and language acquisition. These principles include the following:
- Adult learners bring a variety of experiences, skills, and knowledge to the classroom that need to be acknowledged and included in lessons.
 - Language acquisition is facilitated through providing a nonthreatening environment in which learners feel comfortable and self-confident and are encouraged to take risks to use the target language.
 - Adult learners progress more rapidly when the content is relevant to their lives.
 - Language learning is cyclical, not linear, so learning objectives need to be recycled in a variety of contexts.
- B. Instructional approaches are varied to meet the needs of adult learners with diverse educational and cultural backgrounds. Examples of these approaches include, but are not limited to, the following:
- grammar-based
focus on the basic structure of language, e.g., grammar, vocabulary, and pronunciation
 - competency-based or functional context
focus on application of specific basic language skills in areas needed to function in everyday life or at work
 - whole language
integrated approach using listening, speaking, reading, and writing in thematic contexts often introduced through learner-generated content
 - participatory
focus on developing language and literacy skills to facilitate personal empowerment, community involvement, and social change
 - content-based
focus on developing language to support learner success in specific content areas, such as citizenship or vocational training
 - project-based
focus on developing language through collaborative work with the goal of completing a task or developing a product
- C. Instructional activities engage learners so that they take an active role in the learning process.

- D. Instructional activities focus on the acquisition of communication skills necessary for learners to function within the classroom, outside the classroom, or in other educational programs (e.g., ABE, HSE preparation, postsecondary education, vocational training programs).
- E. Instructional activities integrate the four language skills (listening, speaking, reading, and writing), focusing on receptive and productive skills appropriate to learners' needs.
- F. Instructional activities are varied to address the different learning styles (e.g., aural, oral, visual, kinesthetic) and special learning needs of the learners.
- G. Instructional activities incorporate grouping strategies and interactive tasks that facilitate the development of authentic communication skills. These include cooperative learning, information gap activities, role plays, simulations, problem solving, and problem posing.
- H. Instructional activities take into account the needs of multilevel groups of learners, particularly those with minimal literacy skills in their native language and English.
- I. Instructional activities focus on development of language and culturally appropriate behaviors needed for critical thinking, problem solving, team participation, and study skills.
- J. Instructional activities give learners opportunities to use authentic resources both inside and outside the classroom (e.g., newspapers, telephone books, school notices, library resources, community agencies, work sites, television, and the Internet).
- K. Instructional activities give learners opportunities to develop awareness of and competency in the use of appropriate technologies to meet lesson objectives.
- L. Instructional activities are culturally sensitive to the learners and integrate language and culture.
- M. Instructional activities prepare learners for formal and informal assessment situations, such as test taking, job interviews, and keeping personal learning records.

History of ESL 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 three-year process that included development and review by the field, including Illinois ESL coordinators, instructors, and students.

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), indicated that all federally funded adult education programs would need to develop 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 Consortia provided much of the background and research used to develop the Illinois ESL Content Standards.

The Illinois ESL Task Force

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

The Illinois ESL Content Standards Work Group

Thirteen experienced ESL instructors and coordinators from twelve Illinois ESL programs worked from 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 Illinois adult ESL programs reviewed the draft document. Feedback was gathered via focus groups and evaluation surveys. Revisions were then made from the data gathered in this review process.

Field Test

The final phase of the Illinois ESL Content Standards development process was the field test. Twenty-two instructors in 15 Illinois ESL programs agreed to use 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 document. Sample lesson plans developed by the field test instructors are included in Section 4.

The ESL Curriculum Institutes

In order to implement the 2007 Illinois ESL Content Standards, program administrators and instructors participated in intensive professional development on implementation of the standards. These professional development sessions, called the *ESL Curriculum Institutes*, were multi-day workshops that addressed curriculum design, instructional materials, instructional techniques, and ongoing assessment strategies related to the standards. Twelve *ESL Curriculum Institutes* were held between 2007 and 2009, and all ICCB programs offering ESL classes participated in the Institutes.

Guiding Principles for the 2007 Illinois ESL Content Standards

The ESL educators who developed the first edition of the Illinois ESL Content Standards (2007) based them in part on a set of assumptions about adult ESL learners and effective ESL instruction. These are summarized in *Standards for Adult Education ESL Programs* published by the TESOL International Association. Two sections--*Standards for Curriculum and Instructional Materials* and *Standards for Instruction*--are included in Appendix D. These are part of a standards-based approach to evaluating effective adult ESL programs and served as guiding principles in the design of the 2007 Illinois ESL Content Standards.