AAE

Alaska Adult Education

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Alaska Adult Education

ENGLISH LANGUAGE PROFICIENCY STANDARDS

Contents

Overview of the Alaska Adult Education English Language Proficiency Standards

The Alaska Adult Education (AE) Content Standards provide a strong foundation for instruction that supports adult learners in developing the knowledge and skills needed to meet the demands of postsecondary training and employment without needing remediation. However, the content standards do not provide explicit guidance on how to support English language learners (ELLs).

With this in mind, Alaska Adult Education (AAE) contracted with the American Institutes for Research (AIR) to develop English language proficiency (ELP) standards that are appropriate for adult ELLs in Alaska. As with the content standards, these standards do not specify what must be taught in the classroom; instead, these standards support adult educators' understanding of the language demands of the content standards to help them know where to focus their language instruction efforts and shape their overall instruction. The standards must be translated into curricula and lessons that can be used to provide rigorous instruction for adult learners. This instruction will help adult learners to obtain the language skills they need to develop the knowledge and skills identified in the content standards as being essential for adults who want to be successful and competitive in the evolving job market. Classroom activities, assignments, and a range of formative and summative assessments can then be used to help determine whether students have gained the essential skills and knowledge identified in the content standards (U.S. Department of Education, Office of Vocational and Adult Education, 2013).

Although the Alaska ELP Standards reflect the broad goals of this project, they should be recognized for what they are *not* as well as what they are. Specifically,

- The standards are not a mandate of what must be taught. Rather, they articulate a framework that programs in Alaska can use to strengthen their adult English language acquisition programs.

- The order of the standards does not represent the order in which they are to be taught or a hierarchy of importance.

- The standards do not specify how instructors should teach. Instead, the standards merely specify the language knowledge and skills that adult ELLs need to develop competence in practices associated with English language arts (ELA), mathematics, and digital literacy.

- The standards are not a curriculum. Programs need to supplement the standards with high-quality curricula.

- The standards do not specify the full spectrum of supports and interventions appropriate for adult ELLs—and those ELLs with special needs—to meet these standards. The standards do not mirror the significant diversity of students' learning needs, abilities, and achievement levels.

- The standards do not offer an exhaustive list of what can be taught beyond the fundamentals specified within them. What (if any) content to add is purposefully left to the discretion of instructors, curriculum developers, and program directors.

- Although the standards highlight the critical language, knowledge about language, and skills for using language that are crucial for adult ELLs to be successful in college and careers, they do not define everything that is needed. Adult ELLs also depend on a variety of readiness and preparation skills, including habits of mind such as stamina, persistence, punctuality, and time and workload management skills.

- The standards are not meant to be used in place of the Alaska Adult Education Content Standards. Instead, they are intended to be used to support adult learners' English language acquisition and participation in content area activities.

In developing the ELP Standards, the most critical factor was ensuring that the standards reflect the realities of the adult education classroom in Alaska. To this end, Alaska's adult educators played a key role in reviewing and refining the standards. They provided extensive feedback on an initial draft of the standards that was incorporated into this resulting set of standards. The success of the project would not have been possible without their help and contributions.

The following individuals shared their time and expertise:

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The standards that resulted from the work described above are presented in this document.

The Alaska Adult Education English Language Proficiency Standards[1]

ELLs will be able to:

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

Standard 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.

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

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

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

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

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

Standard 8: Determine the meaning of words and phrases in oral presentations and literary and informational texts.

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

Standard 10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

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[1] The standards and the content of this document are adapted from the 2016 English Language Proficiency Standards for Adult Education.

Why English Language Standards for Alaska Adult Education?

The Workforce Innovation and Opportunity Act (WIOA) specifies that English language acquisition programs should be designed to support ELLs in improving their reading, writing, speaking, and comprehension skills in English. These programs must also help ELLs obtain a high school diploma or its recognized equivalent and support them as they move toward further education, training, or employment. This means that English language acquisition programs in Alaska are responsible for equipping ELLs with the language skills necessary to pursue education, training, or employment in high-demand industries within the state. Alaska's unique history, cultural diversity, and vast geographical expanse present opportunities for tailored approaches for adult education programs throughout the state that effectively support ELLs with varied linguistic and cultural backgrounds. It is critical to support ELLs' language proficiency and literacy development and foster cultural competence in the Alaskan adult education landscape.

To be successful, ELLs must meet the Alaska Adult Education Content Standards. These standards require that students be able to perform complex language functions (e.g., construct arguments) across disciplines. However, this requirement may pose a challenge. Although many ELLs come to the United States with many valuable skills and knowledge, they still face the difficult task of acquiring English while simultaneously learning academic or career content and skills. Many English language acquisition classrooms could be better supported in adequately preparing adult ELLs to meet the instructional advances required by standards-based academic content. There is a gap between what is historically taught in adult English language acquisition classes and the language demands of advanced education and employment (Parrish & Johnson, 2010).

The Alaska ELP Standards emphasize the need for English language acquisition programs to move beyond teaching life skills. These programs must promote college and career readiness for adults and meet the high expectations set forth in WIOA. To meet this goal, the Alaska ELP Standards describe the specific English language skills that ELLs need to access the rigorous content specified in the Alaska Adult Education Content Standards. Through these descriptions, the Alaska ELP Standards provide guidance for effectively supporting ELLs of varying proficiency levels as they acquire English language skills and content knowledge. The Alaska ELP Standards also make recommendations on the types of linguistic support that ELLs may need within the Alaskan context.

To meet these many challenges and demands and to begin selecting Alaska ELP Standards to help programs meet students' needs, it was crucial to have a set of existing evidence-based standards to use as a foundation. Rather than develop an original set of standards, the project team determined that the Alaska ELP Standards should be derived from an applicable and widely accepted framework of national standards for English language proficiency for adult education. The project team chose the *English Language Proficiency Standards for Adult Education* (U.S. Department of Education, Office of Career, Technical and Adult Education, 2016) as the foundation for the new Alaska ELP Standards.

To develop the Alaska ELP Standards for Adult Education, the project team from the American Institutes for Research (AIR) collaborated with a group of adult education practitioners in Alaska to review the national ELP Standards for Adult Education. The goal of this review was to ensure that the chosen standards would effectively cater to the unique needs of adult ELLs in Alaska. The resulting Alaska ELP Standards can be used to support adult ELLs' academic language development and participation in content-related areas, as required under WIOA.

What It Looks Like in Practice

In the following scenario, an educator who works with ELLs in the Beginning English as a Second Language (ESL) Literacy and Low Beginning ESL courses shares how she supports her beginning level students in meeting the Alaska content standards by integrating specific Alaska ELA Standards and corresponding Alaska ELP Standards into her lessons.

Implementing the Alaska ELP Standards for ELLs at the Lower Levels

Selected Alaska ELA Standards:
- Speaking and Listening 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.
- Language 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.

Selected Alaska ELP Standards:
- Anchor 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.
- Anchor 10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Stefanie works as part of a very small Alaskan program, with most of her students falling into the Beginning ESL Literacy and Low Beginning ESL levels. She recently began working with students in other remote communities in Prince William Sound through the use of remote teaching strategies. For her first lesson with those new students, she would like to use ESL Brains' "getting to know you" lesson. This lesson plan encourages students to introduce themselves and practice vocabulary, grammar, and reading comprehension while engaging in discussions and speaking activities.

Stefanie knows that she only has a limited amount of time with her students, but she wants to help her students gain the language skills they need to work toward the Alaska Adult Education Content Standards and make progress toward achieving those standards. She starts by looking at the Alaska Adult Education ELP Standards. Although all the standards could help her students, there are two that jump out at her. Working on Alaska ELP 2 seems to fit well with the activity of having students introduce themselves. It would also be helpful to work on Alaska ELP 10 as they continue working on engaging in other discussions and speaking activities. She also notices that these two standards correlate with Alaska ELA Speaking and Listening Anchor Standard 1 and Alaska ELA Language Anchor Standard 3, respectively, two standards with which she has noticed her students tend to struggle. There are other standards that will inevitably be integrated into the lesson as well, but she feels confident that these ELP standards are the right starting point.

With these standards in mind, Stefanie develops her lesson. She will have the student look at three photos and ask them to name five objects in each photo, describe the actions of the people, and discuss their own experience with the activities. Then, she will ask them to say what the people in the photos are doing and why they are doing it. Students will also share how often they do the activities and talk about other things they do in their free time. Next, students will complete sentences that are true for them, with the teacher asking follow-up questions to encourage them to give some details. Students will then examine 10 objects and choose the three that they believe are most important in everyday life, explaining their choices and discussing the importance of the remaining objects. For a homework assignment, students will be asked to describe a unique object they have at home.

Process for Selecting English Language Proficiency Standards for Alaska Adult Education

Although the U.S. Department of Education, Office of Career, Technical, and Adult Education developed a national set of English language proficiency standards for adult education (2016), these standards do not necessarily reflect the needs and circumstances of adult ELLs in Alaska. For this reason, the project team wanted to ensure that the work done around selecting the standards was guided by the realities of the Alaska context. The team began by working with an advisory team of English as a Second Language (ESL) teachers from Alaska to identify principles that reflect an understanding of the unique characteristics and needs of ELLs in Alaska that would guide our work.

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

Table 1. Guiding Principles

1. Adult ELLs' funds of knowledge are a resource for their learning.
2. Social language has an important role in ELLs' English language acquisition process.
3. Adult ELLs have the potential to meet the Alaska Adult Education Content Standards.
4. Adult ELLs represent a diverse population of learners.
5. Adult ELLs must be able to successfully engage with a wide variety of texts.
6. Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.
7. ELLs with disabilities have specific instructional needs
8. Multimedia technology aligned to the Alaska ELP Standards should be integrated into instruction to support the development of the knowledge and skills needed to meet the Alaska Adult Education Standards for Digital Literacy.
9. Academic and content-specific language instruction should be incorporated into all lessons.

The guiding principles are not presented in any particular order or hierarchy and no sequence is implied. You may want to refer to these guiding principles when discussing the implementation of the Alaska ELP Standards. These principles can also provide guidance on how to create an educational climate that supports the use of the Alaska ELP Standards in a systematic and authentic way. When a specific standard exemplifies a particular guiding principle, the connection is highlighted in the description for that principle.

1. **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 et al., 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 et al., 2005) and to provide opportunities to integrate students' prior

knowledge to increase engagement and comprehension through creative and flexible content delivery. Understanding your students' individual identities should 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) and allow students to draw comparisons between American culture and traditions of their own.

2. **Social language has an important role in ELLs' English language acquisition process.**
Often, adult ELLs' initial goal in learning English is to feel comfortable communicating in social situations. Social language enables adult ELLs to fully participate in everyday life. Social language involves the ability to express oneself, engage in interpersonal communication, and contribute to one's community. It is also the foundation of the soft skills that are vital for workplace interactions and success.

Social language also includes the skill of knowing how to apply social language in specific situations, as the degree of politeness and formality expected within social interactions largely depends on the context of the interaction and who is involved in the interaction.

Adult ELLs are critically aware of the need to develop social language to attend to familial, social, financial, medical, civic, and community needs and responsibilities. Social language also largely contributes to the health and wellness of adult ELLs. Social language is thus a critical skill because it increases the likelihood of adult ELLs participating in interpersonal relationships and enables adult ELLs to be adept communicators in their communities and workplaces. Additionally, informal social conversations are part of a continuum that will support students in moving toward participation in formal discussions and presentations (Zwiers, 2008).

3. **Adult ELLs have the potential to meet the Alaska Adult Education Content Standards.**
ELLs have the same potential as native English speakers to engage in the cognitively complex tasks required by content standards (Wong Fillmore, 2014). All adult ELLs are capable of meeting their educational goals and full potential. To acquire the knowledge and language skills required to meet these goals, ELLs need access to challenging, level-appropriate curricula and materials. They also need extensive exposure to authentic language found in real situations and contexts and meaningful opportunities to practice language (Parrish, 2004).

4. **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 career and college readiness varies for each adult ELL. 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). Cultural norms also play a significant role in adult ELLs' approach to education. Furthermore, gender impacts adult ELLS because cultural and societal beliefs influence who has access to education in many countries. The intricacies and intersection of cultures, belief systems, and past educational experiences contribute to the diversity of adult ELL learning experiences. Because of this, it is expected that adult education students will acquire language at different rates and require different types of support. Content delivery may need to be provided with greater creativity and flexibility.

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

literacy and learning strategies to their acquisition of English (Parrish, 2004). Adult ELLS also possess a variety of paralanguage and pragmatic strategies that can be transferred to new language contexts.

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 basic literacy and language skills, they cannot meet the entry requirements for college. In addition, this will prevent them from achieving success 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).

5. **Adult ELLs must be able to successfully engage with a wide variety of texts.**
   To be successful, adult ELLs will need to understand and analyze different forms of complex texts that include informational, literary, and culturally relevant texts. In a workplace environment, for example, ELLs may need to read charts, forms, and training instructions (Parrish, 2015; Parrish & Johnson, 2010), while informational texts make up the vast majority of readings that students will encounter in college and the workplace (U.S. Department of Education, 2013). Literary texts, such as short stories, poems, novels, plays, or even song lyrics can help ELLs develop literacy skills that will allow them to read to their families and learn how to use the language to express themselves creatively (Babaee & Yahya, 2014). The use of native folklore is one important way to integrate students' culture in the classroom that reinforces it as authorized or official knowledge (Ladson-Billings, 1995).

6. **Scaffolding is an essential tool to facilitate ELLs' acquisition of language and content.**
   Scaffolding is an integral part of effective instruction at all levels, not merely at the lower levels of language proficiency. It 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 the student 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 and CCSSO, 2010). It facilitates ELLs' construction of meaning and knowledge, acquisition of language, and advancement to the next level of language proficiency.

   The steps for scaffolding are:
   a. **Modeling:** The instructor demonstrates the skill.
   b. **Guided practice:** Students practice the skill under the guidance of the instructor.
   c. **Independent practice:** Students practice the skill (either cooperatively or independently).
   d. **Check for understanding:** The instructor evaluates how well the students understand and practice the skill.

   Through modeling, guided practice, and independent practice, teachers can effectively guide and monitor students' comprehension and mastery.

7. **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 et al., 2013). It may be helpful to consider whether the difficulties are present in both the native language and English and in multiple

settings (e.g., home, work, classroom) and whether appropriate strategies have been used to help the ELL understand instruction (The IRIS Center, n.d.). Adults with documented disabilities should receive accommodations that permit their full participation in instruction and assessment.[2]

8. **Multimedia technology aligned to the Alaska ELP Standards should be integrated into instruction to support develop of the knowledge and skills needed to meet the Alaska Adult Education Standards for Digital Literacy.**
Advances in information and communications technology have changed the definition of literacy to include visual and digital literacies (International Literacy Association, 2009). Visual and digital literacies incorporate knowledge of 21st century technologies such as video, online communities, search engines, webpages, and more. These new technologies require new literacy skills and practices. Specifically, appropriate multimedia tools and technologies aligned to the Alaska ELP Standards are needed.[3] Integrating multimedia tools and technologies into the design of curricula, instruction, and assessment will help your students be ready for whatever their next steps are.

9. **Academic and content-specific language instruction should be incorporated into all lessons.**
Instruction in English language acquisition has been viewed as the responsibility of the English language acquisition teacher. However, the Alaska Adult Education Content Standards include explicit expectations for how language should be used to demonstrate content knowledge and skills. As a result, all teachers should incorporate academic vocabulary and language use relevant to their content area into their instruction.

With those principles in mind, the team analyzed the English Language Proficiency Standards for Adult Education (national ELP Standards) to ensure that they reflected the principles and identified any revisions needed to support their use by adult education instructors in Alaska. Only minor edits were needed to create an updated set of standards that were appropriate for the Alaska adult education classroom.

What It Looks Like in Practice

In the following scenario, an instructor who works with ELLs of different levels and abilities in her digital literacy classes at a nonprofit organization explains how she integrates specific Alaska ELP standards with Alaska digital literacy standards. Using some scaffolding and differentiation techniques, she supports all the students in meeting the lesson objectives.

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[2] Section 504 of the Americans with Disabilities Act specifies that these students are entitled to "inclusion, integration, and full participation" in any programs receiving federal funding" (Americans with Disabilities Act of 1990, Section 2c).
[3] For example, because Writing Anchor 6 asks that students be able to "Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others," technology such as Microsoft Word or Google Docs could be considered aligned with that standard, and, in turn, with the Alaska ELP Standards because their use would help students develop the skills needed to meet the standards.

Implementing the Alaska ELP Standards to Support Digital Literacy

Selected Alaska Digital Literacy Standards:

- Knowledge Constructor Anchor 2: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.
- Knowledge Constructor Anchor 3: Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Selected Alaska ELP Standards:

- Anchor 4: Construct level-appropriate oral and written claims and support them with reasoning and evidence.
- Anchor 6: Analyze and critique the arguments of others orally and in writing.

Jennifer works at a nonprofit organization that provides adult education in the Interior of Alaska. Her program offers digital literacy classes two to three times a year to students of different levels and abilities. Digital Literacy classes often consist mainly of mature adults and High-Beginning and Intermediate ESL students. It can be challenging for her students to distinguish factual and trustworthy information on the internet, and Jennifer is working on a lesson regarding internet safety, which includes evaluating information found online and reaching logical conclusions.

To help the ELLs in her class reach the same course goals of meeting the Digital Literacy Standards in the Knowledge Constructor domain—Anchor 2 and Anchor 3 for their levels—Jennifer looks up corresponding Alaska ELP Standards and decides to focus on ELP Standards 4 and 6 for this lesson.

First, students co-create a list of indicators that help identify fake news, altered photos, or scams. Jennifer provides a few examples from a variety of trusted sources to get them started. The finalized fact checklist will be used in the following lesson. Next, Jennifer models pulling images and articles from the internet, and students search for their own images and articles using various browsers and websites (Alaska Digital Literacy Knowledge Constructor 3). In groups, students then review the found photos, websites, and news articles against the checklist they developed to analyze and determine if the information is accurate and credible (Alaska Digital Literacy Knowledge Constructor 2). After the group analysis, students will write a short paragraph individually critiquing the claims made by the author or publisher using the evidence they collected during the group work (Alaska ELP Standards 4 and 6).

Jennifer uses various scaffolding techniques to support ELLs at different levels. Jennifer encourages the High Beginning students to focus on images and short captions rather than lengthy written texts. If students have trouble finding images on the web, Jennifer offers one-on-one support. For High Beginning and low-intermediate ESL student groups, Jennifer provides word banks, sentence frames, and sample argumentative paragraphs so that students can refer to those resources while they are writing.

The Alaska Adult Education English Language Proficiency Standards

The Alaska Adult Education English Language Proficiency Standards represent a significant shift toward higher expectations for English language learners (ELLs). Rather than providing instruction with the traditional focus on basic life skills in English as a Second Language (ESL) classrooms, these standards reflect a shift toward increased rigor so that students are prepared for success, whether their goals are academic or career oriented. More specifically,

- Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for their full engagement in English language arts, mathematics, and digital literacy.

- Standards 8–10 highlight the linguistic skills needed to support Standards 1–7.

In reading the standards, it is important to keep in mind that the standards identify the knowledge and skills students are able to demonstrate **when they exit or master that level**. In other words, students within that level are not expected to have that knowledge or skill yet; rather, students are working toward those skills, which may involve building some very foundational skills.

In implementing the standards, teachers should apply culturally relevant approaches in their instruction that align with the Cultural Standards for Educators and implement curricula that meet the Cultural Standards for Curriculum. Some resources that may be useful include: Alaska Native Knowledge Network and Indigenous Knowledge Systems / Alaska Native Ways of Knowing, and Standards for Essential Computer Skills.

Organization of English Language Proficiency Standards

The charts below contain the standards from the earliest levels of language learning through adult secondary education. The standards have been bundled into five groupings that reflect adult education levels of learning: Beginning ESL Literacy, Low Beginning ESL, High Beginning ESL, Intermediate ESL[4], and Advanced ESL.

Each *standard* states the goal for all levels of learning. Each *level-specific standard* illustrates specific level-appropriate expectations that students in that level are working to acquire and master by the time they complete that level. The *correspondences* identify the Alaska Adult Education Content Standards for English/Language Arts (ELA), Mathematics, and Digital Literacy for which students are learning the language needed as they work on that ELP Standard. The corresponding strand and anchor standard are identified for the ELA and digital literacy standards, and the corresponding domain/conceptual category are identified for the math standards.

Some level-specific standards may seem similar from one level to the next. The differences in the levels are noted in bold. Additionally, the texts used increase in complexity as students move from level to level, making the demands more challenging as the levels progress.

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[4] Note that Intermediate ESL combines and provides guidance for NRS Low Intermediate ESL and High Intermediate ESL.

	Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
Level →					
Standard →	**ELP Standard 1:** An ELL can construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.				
Level-Specific Standard →	By the end of this level, students will be able to use a **very limited set of strategies to:** • identify a few key words and phrases in oral communications and simple spoken and written texts.	By the end of this level, students will be able to use an **emerging set of strategies to:** • identify the main topic in oral presentations and simple spoken and written texts. • retell a few key details.	By the end of this level, students will be able to use a **developing set of strategies to:** • determine a central idea or theme in oral presentations and spoken and written texts. • retell key details. • answer questions about key details • explain how the theme is developed by specific details in texts. • summarize part of a text.	By the end of this level, students will be able to use an **increasing range of strategies to:** • determine a central idea or theme in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text.	By the end of this level, students will be able to use a **wide range of strategies to:** • determine central ideas or themes in oral presentations and spoken and written texts. • analyze the development of the themes/ideas. • cite specific details and evidence from texts to support the analysis. • summarize a text.

Correspondences →

By working on ELP Standard 1, students are learning the language they need to work toward Alaska Adult Education Content Standards:

Reading

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.

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

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

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

Speaking and Listening

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

Mathematics, Counting and Cardinality

Mathematics, Expressions and Equations

Mathematics, Algebra

Mathematics, Measurement and Data

Mathematics, Geometry

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 1: Construct meaning from oral presentations and literary and informational texts through **level-appropriate** listening, reading, and viewing.				
By the end of this level, students will be able to: • identify a few key words and phrases in oral communications and simple spoken and written texts	By the end of this level, students will be able to: • identify **the main topic** in oral presentations and simple spoken and written texts • retell a few key details	By the end of this level, students will be able to: • determine **a central idea or theme** in oral presentations and spoken and written texts • retell **more** key details • answer questions about key details • explain how the theme is developed by specific details in texts • summarize part of a text	By the end of this level, students will be able to: • analyze the development of a central idea or theme in oral presentations and spoken and written texts • cite specific details and evidence from texts to support the analysis • summarize a text **in its entirety**	By the end of this level, students will be able to: • analyze the development of **several ideas or themes** in oral presentations and spoken and written texts • cite specific details and evidence from **more complex** texts to support the analysis • summarize a **more complex** text in its entirety

By working on ELP Standard 1, students are learning the language they need to work toward Alaska Adult Education Content Standards:

Reading
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.
Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Anchor 7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

Mathematics, Counting and Cardinality

Mathematics, Expressions and Equations

Mathematics, Algebra

Mathematics, Measurement and Data

Mathematics, Geometry

Mathematics, Ratios and Proportional Relationships

Mathematics, Statistics and Probability

Mathematics, Functions

Digital Literacy, Empowered Learner

Anchor 2: Build networks and customize their learning environments in ways that support the learning process. (e.g., To achieve ELP standard 1, students may utilize various digital tools such as text-to-speech, read-aloud, bookmarking, highlighting, note-taking, glossaries, etc.)

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 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.				
By the end of this level, students will be able to: • actively listen to others • participate in short conversations and written exchanges with a couple of simple sentences about familiar topics and in familiar contexts • present simple information • respond to simple yes/no questions and some wh-questions	By the end of this level, students will be able to: • participate in short conversations and written exchanges with **several** sentences about familiar topics and texts • present **more complex** information and ideas • appropriately take turns in interactions with others • respond to **more** wh-questions on familiar topics	By the end of this level, students will be able to: • participate in **longer** conversations, discussions, and written exchanges about familiar topics, texts, and **issues** • with support (e.g., sentence frames), build on the ideas of others • with support (e.g., sentence frames), express his or her own ideas • ask and answer relevant questions • add relevant information and evidence • restate some of the key ideas expressed • follow rules for discussion • ask questions to gain information or clarify understanding	By the end of this level, students will be able to: • participate in conversations, discussions, and written exchanges about **an increasingly complex range** of topics, texts, and issues • **independently** build on the ideas of others • **independently** express his or her own ideas • clearly support points with specific and relevant evidence • ask **and answer more complex** questions to clarify ideas and conclusions • summarize the key points expressed	By the end of this level, students will be able to: • participate in conversations, extended discussions, and written exchanges about **a range of substantive** topics, texts, and issues • build on the ideas of others using increasingly complex sentence structures and vocabulary words • express his or her own ideas **clearly and persuasively** • refer to specific and relevant evidence from texts or research to support his or her ideas • ask and answer questions that explore reasoning and claims • summarize the key points and evidence discussed **using increasingly complex sentence structures and vocabulary words**

By working on ELP Standard 2, students are learning the language they need to work toward Alaska Adult Education Content Standards:

Writing
Anchor 6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
Speaking and Listening
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.
Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
Mathematics, Counting and Cardinality

Mathematics, The Number System

Mathematics, Operations and Algebraic Thinking

Mathematics, Geometry

Mathematics, Statistics and Probability

Digital Literacy, Empowered Learner

Anchor 3: Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 3: Speak and write about **level-appropriate** complex literary and informational texts and topics.				
By the end of this level, students will be able to: • with support (e.g., word/phrase cards with photo or illustration), communicate information and feelings about familiar texts, topics, and experiences	By the end of this level, students will be able to: • with support (e.g., purposefully taught vocabulary), deliver short oral presentations about familiar texts, topics, and experiences • with support (e.g., graphic organizers), write simple narratives or informational texts about familiar texts, topics, experiences, or events	By the end of this level, students will be able to: • with support (e.g., sentence frames), deliver short oral presentations about **less familiar** texts, topics, and experiences • with support (e.g., graphic organizers), write **more complex** narratives or informational texts, developing the topic with **a few details** about familiar texts, topics, or events	By the end of this level, students will be able to: • **Independently** deliver **longer** oral presentations • write informational texts about researched topics • develop the topic with **more** relevant details, concepts, examples, and information • integrate graphics or multimedia, when useful, about a variety of texts, topics, or events	By the end of this level, students will be able to: • deliver oral presentations **using more complex sentence structures and vocabulary words** • write informational texts **using more complex sentence structures and vocabulary words** • **fully** develop the topic with **several** relevant details, concepts, examples, and information • **judiciously** integrate graphics or multimedia, when useful, about a variety of texts, topics, or events
By working on ELP Standard 3, students are learning the language they need to work toward Alaska Adult Education Content Standards: **Writing** 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.				

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

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.

Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics, Counting and Cardinality

Mathematics, Operations and Algebraic Thinking

Mathematics, Algebra

Mathematics, Measurement and Data

Digital Literacy, Empowered Learner

Anchor 2: Build networks and customize their learning environments in ways that support the learning process. (e.g., To achieve ELP standard 3, students may utilize various digital tools such as text-to-speech, read-aloud, bookmarking, highlighting, note-taking, glossaries, etc.)

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 4: Construct **level-appropriate** oral and written claims and support them with reasoning and evidence.				
By the end of this level, students will be able to: • express an opinion about a familiar topic, experience or event • give one reason for the opinion	By the end of this level, students will be able to: • with support (e.g., sentence frames), develop a statement about familiar topics, experiences, or events • introduce the topic, experience, or event • give one reason **to support the claim** • provide a concluding statement	By the end of this level, students will be able to: • develop a statement about **familiar** topics • introduce the topic • provide **sufficient reasons, evidence, or facts** to support the claim • provide a concluding statement **using more complex sentence structures and vocabulary words than before**	By the end of this level, students will be able to: • develop a statement about a **variety of** topics, both familiar and new • introduce the topic **using more complex sentence structures and vocabulary words** • provide logically ordered reasons or facts that effectively support the claim • provide a concluding statement **using even more complex sentence structures and vocabulary words than before**	By the end of this level, students will be able to: • develop a **substantive** statement about a variety of topics • introduce the claim **using even more complex sentence structures and vocabulary words than before** • distinguish their claim from a counterclaim • provide logically ordered and relevant reasons and evidence to support the claim and to refute the counterclaim • provide a conclusion **that summarizes the argument presented**

By working on ELP Standard 4, students are learning the language they need to work toward Alaska Adult Education Content Standards:

Writing
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
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.

Mathematics, Counting and Cardinality

Mathematics, The Number System

Mathematics, Number and Quantity

Mathematics, Operations and Algebraic Thinking

Mathematics, Expressions and Equations

Mathematics, Algebra

Mathematics, Number and Operations in Base Ten

Mathematics, Number and Operations—Fractions

Mathematics, Measurement and Data

Mathematics, Geometry

Mathematics, Ratios and Proportional Relationships

Mathematics, Statistics and Probability

Mathematics, Functions

Digital Literacy, Knowledge Constructor

Anchor 3: Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 5: Conduct research and evaluate and communicate findings to answer questions or solve problems.				
By the end of this level, students will be able to: • with support (e.g., graphic organizers), carry out short, shared research projects • with support (e.g., graphic organizers), gather information from a couple provided print and digital sources • with support (e.g., word/phrase cards with photo or illustration for definition), label collected information, experiences, or events • with support (e.g., sentence frames), recall information from experience or from a provided source	By the end of this level, students will be able to: • with support (e.g., graphic organizers), carry out short **individual or** shared research projects • with support (e.g., graphic organizers), gather information from **several** provided print and digital sources • with support (e.g., graphic organizers), record information in simple notes • with support (e.g., sentence frames), summarize data and information	By the end of this level, students will be able to: • with support (e.g., graphic organizers), carry out short research projects to answer a question • with support (e.g., graphic organizers), gather information from **multiple provided** print and digital sources • with support (e.g., sentence frames), paraphrase key information in a short written or oral report • include illustrations, diagrams, or other graphics, as appropriate • with support (e.g., graphic organizers), provide a list of sources	By the end of this level, students will be able to: • independently carry out both short and **more sustained** research projects to answer a question • **search and** gather information from multiple print and digital source. • with support (e.g., using a teacher-provided checklist), evaluate the reliability of each source • use search terms effectively • with support (e.g., graphic organizers), synthesize information from multiple level-appropriate print and digital sources • integrate information into an organized oral or written report • include illustrations, diagrams, or other graphics as appropriate • with support (e.g., template), cite sources appropriately	By the end of this level, students will be able to: • carry out both short and more sustained research projects to answer a question **or solve a problem** • **independently** search and gather information from multiple print and digital sources • **independently** evaluate the reliability of each source • use **advanced** search terms effectively • **independently** synthesize information from multiple level-appropriate print and digital sources • **analyze and** integrate information into a **clearly** organized oral or written report • include illustrations, diagrams, or other graphics that support and augment one's claims • **independently** cite **various types of** sources appropriately

By working on ELP Standard 5, students are learning the language they need to work toward Alaska Adult Education Content Standards:

Writing

Anchor 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

Anchor 9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening

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.

Anchor 5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

Mathematics, Counting and Cardinality

Mathematics, The Number System

Mathematics, Number and Quantity

Mathematics, Operations and Algebraic Thinking

Mathematics, Expressions and Equations

Mathematics, Measurement and Data

Mathematics, Geometry

Mathematics, Ratios and Proportional Relationships

Mathematics, Statistics and Probability

Mathematics, Functions

Digital Literacy, Digital Citizen

Anchor 3: Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

Digital Literacy, Knowledge Constructor

Anchor 1: Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

Anchor 3: Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

Anchor 4: Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 6: Analyze and critique the arguments of others orally and in writing.				
By the end of this level, students will be able to: • with support (e.g., graphic organizers), identify a point an author or a speaker makes	By the end of this level, students will be able to: • with support (e.g., graphic organizers), identify the main argument an author or speaker makes • with support (e.g., graphic organizers), identify one reason an author or a speaker gives to support the argument	By the end of this level, students will be able to: • with support (e.g., sentence frames), explain the reasons an author or a speaker gives to support a claim • with support (e.g., sentence frames), identify one or two reasons an author or a speaker gives to support the main point	By the end of this level, students will be able to: • analyze the reasoning in persuasive writing and speeches • with support (e.g., a teacher-provided checklist), determine whether the evidence is sufficient to support the claim • cite one piece of textual evidence to support the analysis	By the end of this level, students will be able to: • analyze **and evaluate** the reasoning in persuasive writing and speeches • **independently** determine whether the evidence is sufficient to support the claim • cite **several pieces** of textual evidence to **thoroughly** support the analysis

By working on ELP Standard 6, students are learning the language they need to work toward Alaska Adult Education Content Standards:

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

Mathematics, The Number System

Mathematics, Operations and Algebraic Thinking

Mathematics, Expressions and Equations

Mathematics, Geometry

Mathematics, Functions

Digital Literacy, Knowledge Constructor

Anchor 2: Evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 7: Adapt language choices to purpose, task, and audience when speaking and writing.				
By the end of this level, students will be able to: • with support (e.g., word banks), differentiate when to use informal and formal language in familiar situations • recognize the meaning of some words learned through conversations, reading, and being read to	By the end of this level, students will be able to: • with support (e.g., sentence frames), differentiate when to use informal and formal language in **a variety of** situations • adapt language choices to task and audience within some social and academic contexts • begin to use **some frequently occurring** general academic and content-specific words	By the end of this level, students will be able to: • with support (e.g., sentence frames), adapt language choices **and style according to purpose, task, and audience** in **more** social and academic contexts **than before** • use an **increasing number** of general academic and content-specific words and expressions in spoken and written texts • identify style and tone in spoken and written texts	By the end of this level, students will be able to: • **independently** adapt language choices and style according to purpose, task, and audience in **most** social and academic contexts • use **more complex** general academic and content-specific words and phrases **than before** • adopt and maintain a formal and informal style and tone in spoken and written texts, as appropriate	By the end of this level, students will be able to: • independently adapt language choices and style according to purpose, task, and audience **with ease** in most social and academic contexts • use **an even greater variety** of complex general academic and content-specific words and phrases **than before** • employ both formal and more informal styles and tones **effectively** in spoken and written texts, as appropriate

By working on ELP Standard 7, students are learning the language they need to work toward Alaska Adult Education Content Standards:

Writing
Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

Language
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.

Mathematics, Operations and Algebraic Thinking

Mathematics, Measurement and Data

Mathematics, Geometry

Digital Literacy, Creative Communicator

Anchor 1: Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

Anchor 4: Publish or present content that customizes the message and medium for their intended audiences.

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 8: Determine the meaning of words and phrases in oral presentations and literary and informational texts.				
By the end of this level, students will be able to: • recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions in spoken and written texts about familiar topics, experiences, or events relying heavily on context, questioning, and knowledge of morphology in their native language(s)	By the end of this level, students will be able to: • determine the meaning of frequently occurring words, phrases, and expressions in spoken and written texts about familiar topics, experiences, or events **using** context, questioning, and knowledge of morphology in their native language(s)	By the end of this level, students will be able to: • determine the meaning of general academic and content-specific words and phrases and frequently occurring expressions in spoken and written texts about familiar topics, experiences, or events using context, questioning, knowledge of morphology in their native language(s), **and a basic understanding of morphology in English**	By the end of this level, students will be able to: • 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 **using context, questioning,** knowledge of morphology **in** their native language(s), **and greater knowledge** of morphology in English	By the end of this level, students will be able to: • determine the meaning of general academic and content-specific words and phrases, figurative and connotative language, and idiomatic expressions in spoken and written texts about a variety of topics, experiences, or events using context, questioning, and **consistent** knowledge of morphology in their native language and English

By working on ELP Standard 8, students are learning the language they need to work toward Alaska Adult Education Content Standards:

Reading

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

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.

Mathematics, Counting and Cardinality

Mathematics, The Number System

Mathematics, Operations and Algebraic Thinking

Mathematics, Algebra

Mathematics, Number and Operations in Base Ten

Mathematics, Number and Operations—Fractions

Mathematics, Measurement and Data

Mathematics, Statistics and Probability

Mathematics, Functions

Digital Literacy, Empowered Learner

Anchor 2: Build networks and customize their learning environments in ways that support the learning process. (e.g., To achieve ELP standard 8, students may utilize various digital tools such as text-to-speech, read-aloud, bookmarking, highlighting, note-taking, glossaries, etc.)

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 9: Create clear and coherent **level-appropriate** speech and text.				
By the end of this level, students will be able to: • with support (e.g., purposefully teach vocabulary), communicate **basic information** about an event or topic • with support (e.g., purposefully teach vocabulary), use **a narrow range** of vocabulary and simple sentences	By the end of this level, students will be able to: • with support (e.g., purposefully teach vocabulary), recount a short sequence of events **in order** • with support (e.g., sentence frames), introduce an informational topic • with support (e.g., provide bilingual glossaries), provide **one or two facts** about the topic • with support (e.g., sentence frames) use common linking words to **connect** events and ideas	By the end of this level, students will be able to: • with support (e.g., sentence frames), recount a sequence of events, **with a beginning, middle, and end** • with support (e.g., provide bilingual glossaries), introduce **and develop** an informational topic **with facts and details** • with support (e.g., purposefully teach vocabulary), use common **transitional words and phrases** to connect events, ideas, and opinions • with support (e.g., sentence frames), provide a conclusion	By the end of this level, students will be able to: • recount a **longer, more detailed** sequence of events or steps in a process, with a clear sequential or chronological structure • introduce and develop an informational topic with facts, details, **and evidence** • use **a variety of more complex** transitions to link the major sections of speech and text and to clarify relationships among events, ideas, and opinions • provide a concluding section or statement	By the end of this level, students will be able to: • recount a **complex and detailed** sequence of events or steps in a process, with an **effective** sequential or chronological order • introduce and effectively develop an informational topic with facts, details, and evidence • use **even more** complex and varied transitions to link the major sections of speech and text and to clarify relationships among events, ideas, and opinions • provide a concluding section or statement **that effectively summarizes the argument presented**

By working on ELP Standard 9, students are learning the language they need to work toward Alaska Adult Education Content Standards:

Reading

1E10:* 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)

• 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)

Anchor 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
Anchor 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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.

Mathematics, Counting and Cardinality

Mathematics, Expressions and Equations

Mathematics, Algebra

Mathematics, Geometry

Mathematics, Statistics and Probability

Mathematics, Functions

Digital Literacy, Empowered Learner

Anchor 2: Build networks and customize their learning environments in ways that support the learning process. (e.g., To achieve ELP standard 9, students may utilize various digital tools such as text-to-speech, read-aloud, bookmarking, highlighting, note-taking, glossaries, etc.)

Beginning ESL Literacy	Low Beginning ESL	High Beginning ESL	Intermediate ESL	Advanced ESL
ELP Standard 10: Demonstrate command of the conventions of standard English to communicate in **level-appropriate** speech and writing.				
By the end of this level, students will be able to: • with support (e.g., provide word/phrase cards with photo or illustration for definition), recognize and use a small number of frequently used nouns, verbs, conjunctions, and prepositions • with support (e.g., purposefully teach vocabulary), form simple sentences	By the end of this level, students will be able to: • with support (e.g., provide bilingual glossaries), use **many** frequently occurring nouns, verbs, conjunctions, prepositions, **adjectives, and adverbs** • with support (e.g., sentence frames), produce simple **and compound** sentences	By the end of this level, students will be able to: • with support (e.g., purposefully teach vocabulary), use simple **phrases** • with support (e.g., purposefully teach vocabulary), use simple **clauses** • with support (e.g., sentence frames), produce **and expand** simple, compound, **and a few complex** sentences	By the end of this level, students will be able to: • use **more complex** phrases **than before** • use **more complex** clauses **than before** • produce and expand simple, compound, and **some** complex sentences	By the end of this level, students will be able to: • use complex phrases and clauses **with greater ease than before** • produce and expand simple, compound, and more complex sentences **than before**
By working on ELP Standard 10, students are learning the language they need to work toward Alaska Adult Education Content Standards: **Language** Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or s, and to comprehend more fully when reading or listening. **Mathematics, Geometry** **Mathematics, Statistics and Probability**				

What It Looks Like in Practice

In the following scenario, an instructor who works with intermediate and advanced-level ELLs in a workplace literacy program shares her lesson development process for her class. Using some scaffolding techniques, she supports her students in meeting the rigorous lesson objectives.

Implementing the Alaska ELP Standards to Support Multiple Levels With Contextualized Instruction

Selected Alaska ELP Standards:

- Anchor 9: Create clear and coherent level-appropriate speech and text.
- Anchor 10: Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

Aspen teaches workplace literacy classes at a local hospital. Many of her students are intermediate to advanced English learners falling into the range of ESL 4 to ESL 6 for the NRS. Instruction centers around career skills, specifically soft skills, pronunciation, and workplace vocabulary. She applies the ELP standards to her workplace context to concurrently promote English language skills and career skills development.

At the beginning of the course, Aspen wants her students to be able to discuss their past and future concerning work and education. Before developing an autobiography project, she reviews the ELP standards and decides to work on Alaska ELP Standard 9. She builds an autobiography project with two main components: a written one-page autobiography and an oral, formal presentation. To challenge the students further, she also chooses to weave in Alaska ELP Standard 10 and helps students use a variety of sentence structures with complex phrases and clauses.

To scaffold the project, Aspen develops a list of questions. The questions center around three main topics: background, career goals, and educational and vocational experiences. On day one of the project, students answer the questions in written form. Next, they are paired up to interview each other using the questions and answers as guidance. On day two, students combine their answers to the questions to write a one-page autobiography. The class instruction emphasizes the inclusion of transitional phrases in the written text (e.g., in total, by next year, alternatively). Including transitional phrases increases the complexity of writing by encouraging students to expand their sentences to include a variety of phrases and clauses (Alaska ELP 10). The third lesson introduces the foundational components of public speaking and challenges students to create a semi-formal speech. This lesson integrates Alaska ELP Standard 9 because students recount their lives in sequential order and include complex transitions as they present their backgrounds, education, work experience, and career goals. On day four, students give a formal autobiography presentation to the class and a few guests, who are employees of the local hospital who are involved in workforce development. By creating an autobiography project that involves a written and spoken component, Aspen can integrate ELP Standards 9 and 10 into her workplace literacy lessons.

Understanding and Using the Standards With the Correspondences

Recognizing the importance of supporting teachers' understanding of how the new Alaska Adult Education English Language Proficiency Standards (Alaska ELP Standards) relate to the Alaska AE Content Standards, the project team reviewed both sets of standards carefully to identify the correspondences between the two. In general, correspondences are comparisons between "nonequivalent artifacts" that help educators to understand the relationship between sets of standards; these comparisons do not result in full alignment (CCSSO, 2012, p. 92). For example, the comparison between the Alaska ELP Standards for Adult Educators and the Alaska AE Content Standards for Mathematics results in correspondences rather than alignment. This is because not all of the knowledge and skills identified in the Alaska ELP Standards are found in the math standards. In addition, while the ELP Standards are more similar with the English language arts standards, these two sets of standards do not focus on the exact same skills and knowledge. Instead of alignment, the correspondences presented here provide insights into how the Alaska ELP Standards fit within the larger framework of the Alaska AE Content Standards.

Having an understanding of these correspondences is necessary and important to provide instruction for English language acquisition, especially as a means of preparing your students for engaging with the Alaska AE Content Standards. Becoming familiar with these correspondences allows teachers to provide more meaningful levels of support to ELLs. For example, the tables below presenting the correspondences can be used as quick references for deciding which Alaska ELP Standard(s) to teach to help your students work toward a specific content standard. The tables can also be used to determine which content standards correspond to the Alaska ELP Standard(s) selected.

These correspondences are made at the anchor standard level.

Table 2. Correspondence With the Alaska Adult Education Content Standards for English/Language Arts, Mathematics, and Digital Literacy

	Alaska ELP Standard									
	1	2	3	4	5	6	7	8	9	10
English/Language Arts Standards										
Reading	1, 2, 3, 7					8		4	1E, 2, 3, 4	
Writing		6	2, 3	1	7, 8, 9	1	4, 5			
Speaking and Listening	2	1	4, 5	4	4, 5	3	6		4, 6	
Language							6	4, 5		1, 3

	Alaska ELP Standard									
	1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**
Math Domain/Conceptual Category										
Counting and Cardinality	X	X	X	X	X			X	X	
The Number System		X		X	X	X		X		
Number and Quantity				X	X					
Operations and Algebraic Thinking		X	X	X	X	X	X	X		
Expressions and Equations	X			X	X	X			X	
Algebra	X		X	X				X	X	
Number and Operations in Base Ten				X				X		
Number and Operations—Fractions				X				X		
Measurement and Data	X		X	X	X		X	X		
Geometry	X	X		X	X	X	X		X	X
Ratios and Proportional Relationships	X			X	X					
Statistics and Probability	X	X		X	X			X	X	X
Functions	X			X	X	X		X	X	
Digital Literacy Standards										
Empowered Learner	2	3	2					2	2	
Digital Citizen					3					
Knowledge Constructor				3	1, 3, 4	2				
Innovative Designer										
Computational Thinker										
Creative Communicator							1, 4			
Global Collaborator										

What It Looks Like in Practice

In the following scenario, an educator who works with ELLs in the basic to low intermediate adult basic education levels shares how she differentiates instruction for her diverse group of students and how she integrates specific Alaska ELA Standards and corresponding Alaska ELP standards into her lesson.

Implementing the Alaska ELP Standards for ABE Beginning to Low Intermediate Basic Education Levels

Selected Alaska ELA Standards:

- Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Writing Anchor 5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Selected Alaska ELP Standards:

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

Tasneem provides instructional and student support services to adult students at a very small Alaskan program. Her students range from Beginning Basic Education to Low Intermediate Basic Education, and Tasneem tailors her instruction to meet her students' learning needs during their weekly tutoring sessions.

Tasneem has been working on a series of writing lessons for the program's book club as a way to improve her students' writing skills. She developed these lessons with Alaska ELA Writing Anchor Standards 4 and 5 in mind. Some of her students need to use more formal English at work and have shared that they struggle with this skill. For this lesson, Tasneem identified Alaska ELP 7 as a good one to work toward with those students who are struggling with the tone of their writing. Tasneem was pleased to see that there is a correspondence between the Alaska Adult Education Content Standard she selected and the Alaska ELP Standard she selected because rather than having to develop two different lessons, she knew that working on one standard would help her students develop the skills they needed for the other.

Because Tasneem's Unangax̂ (Aleuts) students enjoy sharing stories about their beloved island that they have learned from their elders, she decides to use an Alaskan short novel, *The Wind Is Not A River*, by Arnold Griese as the basis of her lesson; this will build on her students' deep connection to the remote but beautiful land and their expressed desire to learn more about the place they call home. All students will read the beginning-level text, but Tasneem will differentiate the activity based on students' levels. The Beginning Basic Level students will work on pre-reading activities to introduce unfamiliar vocabulary words and help them determine the important details from the text such as characters, plot, and setting. Then they will create an outline for a letter addressed to the authorities from the point of view of their favorite character from the book, write a draft of the letter, and revise and edit the letter to include more descriptions of the actions, thoughts, and feelings of their chosen character. The Low Intermediate Basic Education level students will discuss the impact of the event from the story on the local community as a pre-reading activity. Students will then write an opinion piece in the form of a letter addressed to the authorities to advocate for the locals, including concrete facts and details from the book and a summary of the text.

To further personalize the lessons to meet the needs of students from different levels and cultural backgrounds, Tasneem uses Google Documents for the virtual lessons for both levels. This allows her to collaborate with students on planning, revising, and editing their writing and provide personalized feedback.

Examples of Instructional Strategies to Support English Language Learners[5]

The instructional strategies listed below are not intended to be a comprehensive list. Rather, they are ideas of what might be helpful for students at different levels. It is important to understand students' specific strengths and needs on a case-by-case basis to provide proper scaffolding that will allow them to access level-appropriate content.

The instructional strategies are divided into three categories:

- Before reading—ways to prepare ELLs to read the text(s) and access the content of the lesson.

- While reading—ways to help ELLs to develop, deepen, and refine their understanding of the text(s) and develop their language.

- Beyond reading—ways to solidify or extend ELLs' understanding of what they are reading and learning.

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[5] Adapted from Cultivating a Language and Content Focus for English Learners – Literacy Participant Materials: Enhancing Your Lessons (U.S. Department of Education, Office of Career, Technical and Adult Education, 2023).

Table 3. Sample Instructional Strategies by Level

	Beginning ESL Literacy to High Beginning ESL	Intermediate ESL	Advanced ESL

Before reading	• Build knowledge about the text and topic of the lesson through:
	  − Short readings and discussions that relate to learners' various interests, reading abilities, experiences, and cultures
	  − Visuals, movies, photographs, or illustrations
	• Tap students' funds of knowledge about the topic and content of the lesson and provide opportunities for them to share with their peers.
	• Make explicit links to past learning and experiences in class.
	• Provide graphic organizers to help learners capture and reflect on new knowledge related to the text and topic of the lesson.
	• Use a variety of collaborative learning activities to help learners reach a mutual understanding, retain information, and develop their English.
		• Build knowledge about the text and topic of the lesson through:
		  − Short readings and discussions that relate to learners' various interests, reading abilities, experiences, and cultures
		  − Visuals, movies, photographs, or illustrations
		• Tap students' funds of knowledge about the topic and content of the lesson and provide opportunities for them to share with their peers.
		• Make explicit links to past learning and experiences in class.
		• Provide graphic organizers to help learners capture and reflect on new knowledge related to the text and topic of the lesson.
		• Use a variety of collaborative learning activities to help learners reach a mutual understanding, retain information, and develop their English.
			• Build knowledge about the text and topic of the lesson through:
			  − Short readings and discussions that relate to learners' various interests, reading abilities, experiences, and cultures
			  − Visuals, movies, photographs, or illustrations
			• Tap students' funds of knowledge about the topic and content of the lesson and provide opportunities for them to share with their peers.
			• Make explicit links to past learning and experiences in class.
			• Provide graphic organizers to help learners capture and reflect on new knowledge related to the text and topic of the lesson.
			• Use a variety of collaborative learning activities to help learners reach a mutual understanding, retain information, and develop their English.

	Beginning ESL Literacy to High Beginning ESL	Intermediate ESL	Advanced ESL

While reading	• Include multiple close reads of the text allowing students to recognize new information each time through sequences of questions.
	
	• Transform parts of the text into students' own words.
	
	• Read aloud the text to build fluency with its words, syntax, and meaning.
	
	• Design pair work and small-group discussions that allow ELLs to share their reflections on what they are learning. This work should also allow ELLs to use their home language in combination with English.
	
	• Provide graphic organizers to help learners capture and reflect on new knowledge.
	
	• Work systematically on the high-value vocabulary and syntax in the text(s) by:
	  – Tying new vocabulary words to cognates where there are common roots with English
	  – Looking for different forms of the same word
	  – Including various engaging activities to help learners capture and reflect on the meaning of new vocabulary
		• Include multiple close reads of the text allowing students to recognize new information each time through sequences of questions.
		
		• Transform parts of the text into students' own words.
		
		• Read aloud the text to build fluency with its words, syntax, and meaning.
		
		• Design pair work and small-group discussions that allow ELLs to share their reflections on what they are learning. This work should also allow ELLs to use their home language in combination with English.
		
		• Provide graphic organizers to help learners capture and reflect on new knowledge.
		
		• Work systematically to the high-value vocabulary and syntax in the text(s) by:
		  – Tying new vocabulary words to cognates where there are common roots with English
		  – Engaging students in the analysis of the structure of words and their parts
		  – Looking for different forms of the same word
			• Include multiple close reads of the text allowing students to recognize new information each time through sequences of questions.
			
			• Transform parts of the text into students' own words.
			
			• Read aloud the text to build fluency with its words, syntax, and meaning.
			
			• Design pair work and small-group discussions that allow ELLs to share their reflections on what they are learning. This work should also allow ELLs to use their home language in combination with English.
			
			• Provide graphic organizers to help learners capture and reflect on new knowledge.
			
			• Work systematically to the high-value vocabulary and syntax in the text(s) by:
			  – Tying new vocabulary words to cognates where there are common roots with English
			  – Engaging students in the analysis of the structure of words and their parts
			  – Looking for different forms of the same word

	Beginning ESL Literacy to High Beginning ESL	Intermediate ESL	Advanced ESL
		– Highlighting complex sentences for closer examination and discussion – Analyzing how authors use certain words or devices to communicate claims – Including various engaging activities to help learners capture and reflect on the meaning of new vocabulary	– Highlighting complex sentences for closer examination and discussion – Analyzing how authors use certain words or devices to communicate claims – Including various engaging activities to help learners capture and reflect on the meaning of new vocabulary
Beyond reading	• Focus on emphasizing the vocabulary they have learned from the reading through writing and discussion activities. • Ask students to restate orally or in writing parts of the text in everyday language. • Provide students with opportunities to write about the reading(s) and share their understanding in varied and novel ways. • Provide students with opportunities to orally process their ideas before they write. • Provide scaffolds to support students as they start writing sentences. This may include, for example, sentence starters, linking words, transitional phrases, and use of home language.	• Focus on emphasizing the vocabulary they have learned from the reading through writing and discussion activities. • Ask students to restate orally or in writing parts of the text in everyday language. • Provide students with opportunities to write about the reading(s) and share their understanding in varied and novel ways. • Provide students with opportunities to orally process their ideas before they write. • Provide scaffolds to support students as they start writing sentences. This may include, for example, sentence starters, linking words, transitional phrases, and use of home language.	• Focus on emphasizing the vocabulary they have learned from the reading through writing and discussion activities. • Ask students to restate orally or in writing parts of the text in everyday language. • Provide students with opportunities to write about the reading(s) and share their understanding in varied and novel ways. • Provide students with opportunities to orally process their ideas before they write. • Encourage students to reflect on their learning—where there was growth and where there were challenges.

	Beginning ESL Literacy to High Beginning ESL	Intermediate ESL	Advanced ESL
	• Encourage students to reflect on their learning—where there was growth and where there were challenges. • Read aloud the text to build fluency with its words, syntax, and meaning. • Design pair work and small-group discussions that allow ELLs to share their reflections on what they are learning. This work should also allow ELLs to use their home language in combination with English.	• Encourage students to reflect on their learning—where there was growth and where there were challenges. • Read aloud the text to build fluency with its words, syntax, and meaning. • Design pair work and small-group discussions that allow ELLs to share their reflections on what they are learning. This work should also allow ELLs to use their home language in combination with English.	• Read aloud the text to build fluency with its words, syntax, and meaning.

Adapted from https://lincs.ed.gov/sites/default/files/2024-01/participant-materials-enhancing-lessons.pdf.

Examples of Supports and Scaffolds to Use When Implementing the Alaska Adult Education English Language Proficiency Standards[6]

As discussed in the guiding principles, scaffolding is an integral part of effective instruction at all levels, not just at the lower levels of language proficiency. It 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 the student could not do without help. Facing tasks that are beyond one's current skill level in an academic setting can be overwhelming and discouraging. The purpose of scaffolding is to help make rigorous, content standard-based curriculum accessible to all students by providing temporary support (Gibbons, 2015; Staehr Fenner & Snyder, 2017). Scaffolding can and should facilitate students' acquisition of the necessary knowledge and skills to complete the same type of task independently in the future. Scaffolds can provide opportunities to model academic language and develop students' metacognitive skills about their own learning. Scaffolds should be differentiated and individualized according to each student's strengths and needs (Staehr Fenner & Snyder, 2017).

The goal of scaffolding is to enable a student to independently complete a similar task in the future (National Governors Association for Best Practices and CCSSO, 2010). It facilitates ELLs' construction of meaning and knowledge, acquisition of language, and advancement to the next level of language proficiency when used appropriately.

The supports and scaffolds listed below are not intended to be a comprehensive list. Rather, they are ideas of what might be helpful for students at different levels. It is important to understand students' specific strengths and needs on a case-by-case basis to provide proper scaffolding that will allow them to access to level-appropriate content. Another consideration is the instructional task students are completing as some supports and scaffolds may be better suited than others.

The supports and scaffolds are divided into three categories:

- Teacher Language and Teacher-Student Exchanges—ways to support and scaffold to adult ELLs during instruction and when interacting with students.

- Materials and Activities—ways to assist ELLs through the materials used in the classroom and the ways they engage in activities.

- Student Groupings—ways to structure student pairs and small groups to provide adult ELLs with maximum access to level-specific tasks and activities.

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[6] Adapted from English Language Proficiency Standards for Adult Education (U.S. Department of Education, Office of Career, Technical and Adult Education, 2016).

Table 4. Sample Supports and Scaffolds by Level

	Beginning ESL Literacy to High Beginning ESL	Intermediate ESL	Advanced ESL
Teacher Language and Teacher–Student Exchanges (during instruction)	• Give wait time. • Use a photo or images to introduce everyday topics. • Repeat, paraphrase, and/or enunciate each word slowly and clearly. • Use modeling and gestures. • Use think alouds to model processes and language. • Give one-step directions. • Use native language when necessary to support students' comprehension. • Have students demonstrate understanding by pointing, gesturing, or using a finger motion (holding up between 1 and 5 fingers with 5 meaning complete understanding). • Concentrate on meaningful comprehension rather than accuracy. • Introduce classroom expressions in a simple vocabulary form (e.g., listen, look, etc.).	• Give wait time. • Use photos or picture images to introduce every day, concrete, and abstract topics. • Repeat, paraphrase, and model. • Use think alouds to model process and language. • Concentrate on meaningful comprehension rather than accuracy.	• Model complex grammatical language about both concrete and abstract topics. • Providing meaningful contexts to support understanding grammar concepts.

	Beginning ESL Literacy to High Beginning ESL	Intermediate ESL	Advanced ESL
Materials and Activities	• Build background. • Use visuals. • Use total physical response (TPR). • Use graphic organizers. • Use illustrations and photos to support comprehension. • 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. • Use digital aids such as translation apps and speech-to-text features. • Provide audio books (in English and native language) to support content learning. • Provide word/phrase banks. • Provide sentence starters and frames. • Draw and label or write words/short sentences. • Complete vocabulary log with images.	• Build background. • Use visuals. • Use TPR. • Use graphic organizers. • Use acting or role plays to demonstrate student understanding. • Use native language texts or ELP level-appropriate texts as a supplement to complex texts. • Purposefully teach vocabulary. • Provide bilingual glossaries. • Provide word/phrase cards with photo or illustration for definition. • Use digital aids such as translation apps and speech-to-text features. • Provide audio books (in English and native language) to support content learning. • Provide word/phrase banks. • Provide sentence starters and frames.	• Build background. • Use visuals. • Use graphic organizers. • Purposefully teach vocabulary. • Provide bilingual glossaries. • Provide audio books (in English) to support content learning. • Analyze complex grammatical language about both concrete and abstract topics. • Promote written output as a mode of significant production in various sentence forms and a couple of paragraphs.

	Beginning ESL Literacy to High Beginning ESL	Intermediate ESL	Advanced ESL
Student Groupings	- Partner work (with additional scaffolds such as: - providing native language resources to support comprehension and peer/group interactions; and - promoting mutual understanding of cultural differences. - Small groups (with teacher support and additional scaffolds) - Grouping students from different ESL levels who speak the same L1	- Partner work (with additional scaffolds) - Small groups (with additional scaffolds) - Grouping students from different ESL levels who speak the same L1	- Partner work - Small groups - Grouping students from different ESL levels who speak the same L1

What It Looks Like in Practice

In the following scenario, an instructor who works with ELLs in the intermediate adult basic education levels explains how she integrates specific Alaska ELP standards into her contextualized lessons.

Implementing the Alaska ELP Standards at the Intermediate Adult Basic Education Level

Selected Alaska ELP Standards:

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

• Anchor 8: Determine the meaning of words and phrases in oral presentations and literary and informational texts.

• Anchor 9: Create clear and coherent level-appropriate speech and text.

Bridget works in a small Alaskan program where her students are in the Intermediate Basic Education levels. The students meet twice a week, in a small group, for 90-minute classes. Each lesson includes pronunciation practice, introduction of new vocabulary for a reading component, and speaking practice. Within the small group, lessons are often tailored toward students' interests and needs as they navigate a new community and country.

Several students are pursuing their Alaskan driver's licenses, and Bridget is preparing a unit on reading informational texts. After reviewing Alaska ELP Standards, she includes a vocabulary exercise to develop effective search terms for the internet that enable students to locate information about obtaining a driver's license in Alaska (Alaska ELP 5). Next, the students identify unfamiliar words in the driver's manual using a variety of reading strategies including decoding, context clues, and connotations (Alaska ELP 8). Students also learn to identify words within the context and understand what is being asked on the written portion of the driving test (Alaska ELP 8). Finally, pretending they struck a moose, students use the Alaska Driver Self-Reporting Accident form to practice writing a detailed chronological sequence of events (Alaska ELP 9). Throughout the unit, Bridget provides opportunities for partner work that incorporates scaffolded conversations about driving experiences in their home countries and the United States.

Glossary

These are some key terms used in the Alaska ELP Standards.

Academic language	Language needed to effectively access and engage with standards-based content and curricula as well as workplace practices.
Close read	A method for students to explore ideas embedded in a text to determine the author's purpose and notice features and language used by the author to convey point of view or cultural or social contexts. It is a process for building new knowledge through interactions with a text thoughtfully and methodically.
Cognate	A word that is related to another word in origin. For example, the English word music and the Spanish word música. Cognates have similar meanings and similar spellings in two different languages because they come from the same origin.
Communication	Exchanging information or expressing ideas, thoughts, or feelings to someone else.
Complex sentence	A sentence comprises one independent clause, which can stand alone as a sentence, and at least one dependent clause, which cannot stand alone as a sentence. Examples: The trip was canceled (independent clause) because it was snowing (dependent clause). You must not swim (independent clause) where the dolphins are (dependent clause).
Compound sentence	A sentence that connects two independent clauses, typically with a coordinating conjunction (e.g., and, or, but). Examples: I like tea, but he likes coffee. I have a dog, and his name is Kevin.
Connotative language	A secondary meaning of a word or expression that is connected to the cultural or emotional association with the word; for example, "frugal" and "cheap" have similar meanings but different connotations.
Conversation	An informal, spoken exchange of ideas with a person or group of people.
Discussion	A spoken exchange of ideas about a topic with a person or group of people; more formal than a conversation.
Figurative language	A secondary meaning of a word or expression that is different from the basic meaning; similes, metaphors, and allusions are examples of figurative language.
Graphic organizer	A visual display that describes relationships between facts, concepts, or ideas (e.g., flow charts, Venn diagrams). It can support users in organizing ideas and developing knowledge and understanding.
Model(ing)	An instructional strategy where the teacher demonstrates how to perform a task while describing each step. This provides students with a visual and verbal example of what they are expected to do.

Morphology	The study and description of how words are formed, including the analysis of linguistic units such as root words, affixes, intonations, and parts of speech.
Presentation	A formal activity in which a student describes or explains something to others.
Sentence starter or sentence frame	Language structures or patterns that students can use to express their ideas by filling in the blanks with their own content. Sentence starters/frames support students' academic language development while allowing them to focus on the content concepts or skills. For example, sentence frames, such as, "My idea builds upon ___'s idea." "I agree with _____ because _____." can be used to facilitate a group discussion and to help provide evidence or reasoning.
Simple sentence	A sentence consists of just one pendent clause, which can stand alone as a complete sentence. It contains at least one subject, at least one verb, and no dependent clauses. Examples: My dog loves to run. You must not swim here.
Social language	Informal language used outside of either the classroom or the workplace.
Speech-to-text feature	A speech recognition software that recognizes and translates spoken language into written text. Students can say what they would like to express, and the program will type what they say.
Spoken text	An oral expression or message; conversations, discussions, presentations, interviews, storytelling, speeches, and lectures are examples of spoken text.
Syntax	Specific rules languages have about the arrangement of words and phrases. Sometimes if you move even one word, the meaning of the entire sentence can change.
Think aloud	An instructional strategy where the instructor or an experienced learner vocalizes their internal thinking. It involves the deliberate articulation of problem-solving strategies and sense-making processes.
Total physical response (TPR)	Teaching words, phrases, vocabulary concepts, and language by using physical movements that embody or react to verbal expressions.
Written exchange	Sharing information or expressing ideas, thoughts, and feelings to someone else in writing.
Written text	A written expression or message; a sign, a letter, an article, a story, an instructional manual, and a textbook are examples of written text.

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